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ABSTRACT

The age appropriate units of AIDS/HIV instruction in this guide are based on the student outcomes listed in the "New Hampshire Educators HIV/AIDS Handbook: Curriculum and Policy Guide." All of the units, organized by grade levels, were written collaboratively by teams of New Hampshire educators, each team consisting of a library media generalist, a health educator, and a nurse educator or science teacher. Resource based learning, a process approach that integrates important lifelong learning skills with content learning, was selected as the framework for unit development. This approach places emphasis on how to extract, record, process, and use information from a variety of sources. The publication is divided into two parts. The first, an introduction, defines and explains resource-based learning in terms of the acquisition of information skills, the collaborative process, the teacher as facilitator, planning questions, and selection and use of the units. The second section, an appendix, provides information on planning for resource-based learning, examples of goals and objectives statements, examples of notetaking strategies, student checklists, and tracking sheets. The body of the document consists of 15 individual instructional units for grade 1-4 (which include: "Getting to Know Me," "What Is HIV/AIDS About," and Germs Make Me Sick"); grades 5-6 which include: "The Big 'D'," "Be Aware and Show You Care," "What You Need To Know About HIV/AIDS," and "Communicable and Non-Communicable Diseases"); grades 7-8 (which include: "AIDS Education: The Tip of the Iceberg," "Learning about HIV/AIDS: Information, Resources and Cooperation," "Sharing the News About HIV/AIDS Infection," and "HIV/AIDS: Facts and Fiction"); and grades 9-12 (which include: "HIV/AIDS: Health Involves Values & Attitudes in Decision Strategies," "HIV/AIDS Risks: It's Your Responsibility," "Decision Making and Sexual Relationships;" and "Disease Transmission, AIDS and YOU." (LL)

SP

ED 361 310

NEW HAMPSHIRE

HIV/AIDS
RESOURCE-BASED LEARNING CURRICULUM PROJECT

* * *

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1992

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NEW HAMPSHIRE

HIV/AIDS
RESOURCE-BASED LEARNING CURRICULUM PROJECT

Edited by
Susan C. Snider

New Hampshire Educational Media Association
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1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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Individual Units

About the Project

The primary goal of the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project is to publish units of instruction based on the Student Outcomes as listed on pages 47-63 in the New Hampshire Educators HIV/AIDS Handbook: Curriculum and Policy Guide published by the New Hampshire Department of Education in 1990. Resource-based learning was selected as the framework for unit development because it is a process approach that integrates important lifelong learning skills with content learning. In resource-based learning, emphasis is placed on how to extract, record, process, and use information from a variety of sources.

All of the fifteen units were written collaboratively by teams of New Hampshire educators. Each team consisted of a library media generalist and a health educator, nurse educator, or science teacher. After receiving training in the resource-based leaning curriculum development process, each team wrote and field tested their units. Each unit has been field tested at least two times. The authors consider their units as works in progress as every time a unit is taught, new and better ways of implementing it are discovered.

Another goal of the project is to provide New Hampshire library media professionals with a tool that will help them implement the resource-based learning process in their school. Although a large majority of library media generalists have received some inservice in resource-based learning, they have seen few examples of resource-based units. It is hoped that between the Introduction to Resource-Based Learning section of the project, and the units themselves, library media professionals and teachers will have enough background to implement the units in their schools and to develop their own resource-based learning experiences.

The New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project is administered by the New Hampshire Educational Media Association. It was made possible with support provided under a cooperative agreement between the New Hampshire Department of Education and the Division of Adolescent and School Health, Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control.

List of Instructional Units

Units for Grades 1-4

E-1 *Getting to Know Me*
by Dorothy Sainsbury and Barbara Young, Epping Elementary School
E-2 *What is HIV/AIDS About*
by Cathy Koukal and Janice Stanley, Paul School, Sanbornville
E-3 *Germs Make Me Sick*
by Marilyn Butt, M.Ed., and Barbara Young, Epping Elementary School

Units for Grades 5-6

EM-1 *The Big "D"*
by Ann Bradley, Jean Keene, and Judy Williams, Bernice A. Ray School, Hanover
EM-2 *Be Aware and Show You Care*
by Pat Heinz and Ellen Tirone, Maple Street School, Hopkinton
EM-3 *What You Need to Know About HIV/AIDS*
by Maureen Gallant and Alean Hunnewell, Hanover Street School, Lebanon
EM-4 *Communicable and Non-communicable Diseases*
by Kathleen Dolphin, Ellen Gintz, and Cheryl Norris, Matthew Thornton Elementary School, Londonderry

Units for Grades 7-8

M-1 *AIDS Education: The Tip of the Iceberg*
by Lucy Scanlon and Mary Marsh, Milford Middle School, Milford
M-2 *Learning about HIV/AIDS: Information, Resources and Cooperation*
by Heidi Webster and Terri Pelletier, Indian River School, West Canaan
M-3 *Sharing the News About HIV/AIDS Infection*
by Harvey Hayashi, Nancy Marston, and Lori Scarito, Londonderry Junior High School
M-4 *HIV/AIDS: Fact and Fiction*
by Kim Carter Sands, Dave Mason, Gloria Kaminski and Julie Getty, Jaffrey Rindge Middle School, Jaffrey

Units for Grades 9-12

H-1 *HIV/AIDS: Health Involves Values & Attitudes in Decision Strategies*
by Edith March and Julie Whitcomb, Hollis/Brookline High School, Hollis
H-2 *HIV/AIDS Risks: It's Your Responsibility*
by Robert Cray-Andrews, Angela Lennox, Paul Villinski, and Jane Shattuck, Exeter AREA High School, Exeter
H-3 *Decision Making and Sexual Relationships*
by Ellen Andes and Rosemary Swanick, Kingswood Regional High School, Wolfboro
H-4 *Disease Transmission, AIDS, and YOU*
by Marilyn Blight, Barbara Hirai, and Carol Sheldon, Hanover High School, Hanover

AN INTRODUCTION TO RESOURCE-BASED LEARNING

Resource-based learning is a form of process learning which involves the use of a variety of learning resources. While there are a number of models for resource-based learning, they all focus on integrating the teaching and learning of information skills within a content area. The instructional units in the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project follow the Haycock-Page resource-based learning model. Emphasis is placed on collaboration between the library media professional and the classroom teacher. All of the units in this project have been collaboratively planned, taught, and evaluated by the health teacher, nurse educator, science teacher, or classroom teacher with the library media generalist.

RESOURCE-BASED LEARNING DEFINED

Resource-based learning differs from the more familiar resource-based teaching in a number of ways. While resource-based teaching makes use of a variety of learning resources, it is the teacher who still holds center stage. In resource-based learning the teacher acts as a facilitator of learning and the student is in the center of the process (Haycock 1992). In resource-based learning the student is actively involved in the meaningful use of a wide range of learning resources. Information skills, i.e., those skills required to extract, record, process, and use information resources effectively, are taught and opportunities for practicing these skills are integrated into the activities involved in learning about a subject. Resource-based learning provides opportunities for student choice of resources and learning activities. While certain topics may be preselected to coincide with curriculum objectives and available resources, choices are nonetheless available. Furthermore, resource-based learning provides an opportunity for exploring many possible solutions to a problem or a question because it encourages the teacher to adopt open-ended, rather than closed, yes or no, right or wrong, approaches to meeting curriculum objectives. Interdisciplinary study thrives in a resource-based environment. Many resources take a composite approach to a topic and allow for the exploration of a subject from many points of view and different discipline areas. Finally, in resource-based learning the process, as well as a final product and content knowledge are evaluated.

INFORMATION SKILLS

Understanding the impact of information and knowing how to use it effectively require certain conceptual knowledge and skill development. Information skills are defined as "those processes which are needed to access, evaluate, organize, communicate and apply information efficiently and effectively. They are basic to critical thinking and problem solving and they apply to the use of informational resources whether print, non-print, electronic or human." (New Hampshire Department of Education 1992).

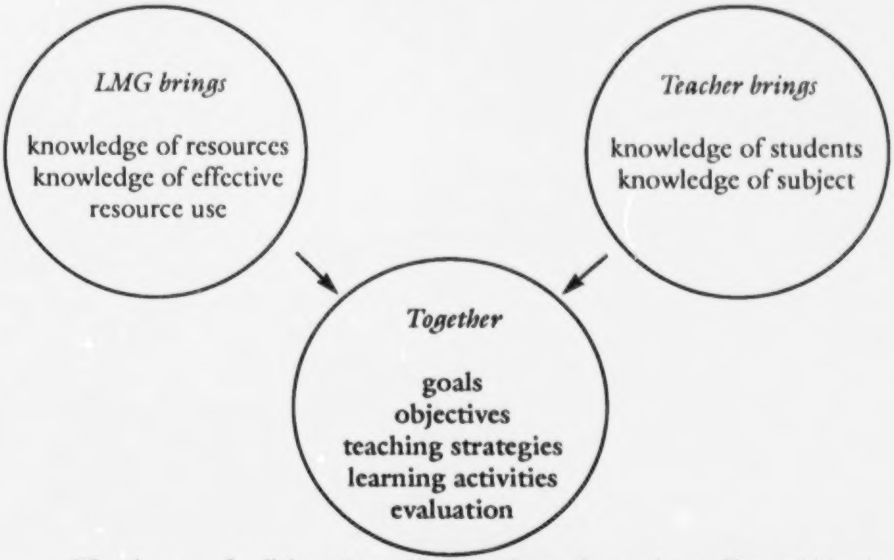
Information skills include the ability to:

- clarify information needs
- develop a search strategy
- access and extract relevant information
- evaluate information resources
- record and organize information
- construct meaning from information
- communicate information

Information skills are process skills that are pervasive in all subjects and grade levels and are transferrable to any learning situation. It is the responsibility of both the classroom teacher and the library media generalist to see that students become proficient in these skills. It is because students learn these skills best when they are integrated with the learning of content that collaboration between the library professional and the teacher is so important.

THE COLLABORATIVE PROCESS

Collaboration in resource-based learning requires much more than communicating with the library media professional that library resources will be used, or requesting instruction in how to use certain resources. In resource-based learning, collaboration begins with planning and development of learning experiences and continues through implementation with both professionals teaching, facilitating, and evaluating students. The library media generalist brings a knowledge of resources and effective use of resources to the process, while the teacher brings a knowledge of the students and the subject matter. This collaboration is illustrated below.



The degree of collaboration will depend greatly on the staffing within the library media center and the class load of the teacher. It may take an extra effort to find the time to plan together, however, the payoff means greater integrated learning and more attention paid to individual students.

Finally, teacher creativity is enhanced. More and better ideas evolve when two creative minds work together.

TEACHER AS FACILITATOR

In the resource-based process teachers facilitate learning by planning meaningful experiences for students to explore possible solutions to a problem or a question using a variety of information resources. Resource-based learning is much more than giving students a library research assignment. Practices crucial to the process include: providing structure to the learning environment to ensure that learning occurs; matching appropriate resources to learning objectives, student needs, reading levels and learning styles; planning meaningful use of resources; teaching and modeling desirable practices; guiding learning, i.e., questioning, challenging, prompting, assisting; and assessing and monitoring student progress.

- **Structuring the learning environment to ensure that learning occurs**
  This structure involves letting students know the goals and objectives of the assignment and how they will be evaluated. It involves providing a method for helping students stay on task and to take responsibility for their own learning. Most of the units in this project include a unit calendar, a student checkpoint system or another way to let students know the timeline, learning activities, and what is expected of them each day of the learning experience.

- **Matching appropriate resources to learning objectives, student needs, reading levels, and learning styles**
  Resources are available in a variety of print, non-print, and technological formats. Key to the resource-based learning process is making sure that students have available those formats and levels of information resources that best fit their needs. This requires knowledge of resources and of students. Collaboration between the teacher and library media generalist in selecting resources is very important.

- **Planning meaningful use of resources**
  Knowledge of the availability of appropriate resources is needed before activities are planned. It is not enough to merely provide students with a variety of resources. For the use of the resources to be meaningful and relevant the teacher and library media generalist must plan activities that will ensure that both the content objectives and the information skills objectives are met.

- **Integrating the teaching of skills and modeling desirable practices**
  Teaching information skills when they are meaningful and needed is critical to resource-based learning. It should not be assumed that because students have been exposed to "library skills" or "study skills" that they have learned how to apply those skills or that they can effectively use information. Skills taught in isolation are usually not transferred. In the resource-based learning process, knowledge of students information skills background is essential. Skills lessons and review are extremely important.

- **Guiding learning by questioning, challenging, prompting, and assisting**
  In resource-based learning the teacher becomes a coach. While direct teaching is necessary to teach new skills and some subject matter, it is through questioning and challenging students that they are stimulated to think critically. Knowing when to push a student to greater independence and when to give a hint or to help a student directly are skills which a good facilitator possesses.

- **Monitoring and assessing student progress**
  Accounting for student learning is critical to the resource-based process. Students are assessed throughout the unit and progress is tracked using a record keeping sheet. This method helps teachers know who is on task, who needs assistance, and how successfully students are completing their tasks. Methods of evaluation may include observation of behavior such as brainstorming, participation in discussion, or cooperation; critiquing of projects and assignments; critiquing performances such as skits, role plays, debates, and oral presentations; or tests. In all cases, criteria are established prior to assessment and students know how they will be evaluated.

THE SEVEN PLANNING QUESTIONS

Carol-Ann Haycock-Page has identified seven planning questions critical to the development of resource-based learning experiences. While the planning process is not a linear one, answers to the seven questions need to be considered for the resource-based experience to be successful. As teachers and library media generalists plan together, they need to discuss the following:

1. **Why are we doing this?**
   The answer to this question translates into the learning goal of the unit. The development of the goal statement takes thoughtful consideration of the rationale or purpose of the study and the relevance of the study to the student. Once the goal is clear, learning activities that support the goal are more easily developed. In this project, the goal for each unit most often comes from a student outcome listed in the New Hampshire Educators HIV/AIDS Handbook: Curriculum and Policy Guide.

2. **What specifically do we want students to know and be able to do?**
   The answers to this question become the learning objectives. Both content or concept objectives as well as information skills objectives need to be considered. At this time, it is also very helpful to develop an evaluation objective. (See Examples of Goals and Objectives on page 8.)

3. **How will students gather information?**
   Will they be interviewing? Observing? Using print resources? Watching videos? Will resources be preselected and placed on reserve, or will location skills be reinforced through the use of the

catalog or magazine index? Again, this will depend on the learning objectives. Skills which assure intellectual access to information must be considered as well as skills which promote physical access to resources. While students are gathering information, what process skills will they be using?

It is at this point in the planning process that resources must be checked. If adequate resources are not available to meet the objectives of the unit, the objective will need to be changed, or resources will need to be developed.

4. **How will students record information?**
   If they are too young to take notes, will they be drawing pictures? Telling an adult? If they are old enough to take notes, do they know how? Is the best format for notetaking for the medium being used? Notetaking is a focus in many of the units because it is a skill that needs much practice. The emphasis is on recording only small amounts of information in the student's own words. In Unit M-4, closed-book notetaking and the Cornell method are described, and in Unit H-2 the authors describe the two-column notetaking and mind mapping as ways to take notes. (See Examples of Notetaking Methods on pages 9 and 10.)

5. **How will students process and organize their information?**
   Students are processing as they extract and record information. Organizing information also requires strategies that involve processing. Comparing and contrasting with matrices or retrieval charts, webbing, and mind mapping are all strategies that are used.

6. **How will students present their findings?**
   Will they be giving a presentation? Performing in a skit? Writing a paper? Drawing a picture? Demonstrating? Making a newspaper? There are many ways to present information. What is important is that the students know how to do it. It cannot be assumed that students know the best way to give a talk or make a visual presentation. These skills may need to be taught. Criteria for evaluating the presentations should also be developed and communicated to the students before they plan their presentation.

7. **How will students be evaluated?**
   If evaluation objectives have been developed, the evaluation process becomes clear. If they have not been written down, it is important that care be taken that students are being evaluated for the learning and skills objectives which have been stated. In developing the units for this project, the authors have taken great care to be sure that the learning activities and the evaluations support the objectives of the units. The checkpoint system has been used in most of the units. This system requires that students check with teachers as soon as tasks have been completed. Criteria for successful completion and sometimes a point system have been established as well. (See Examples of a Student Checklists on page 11.) Teachers record and monitor student progress using a separate record keeping system. (See Examples of Tracking Sheets on pages 12 and 13.) Additionally, methods for self evaluation and peer evaluation are used.

SELECTING AND USING THE UNITS

Because this project supports the collaborative approach to resource-based learning these units will be most successfully taught when the library media professional and the teacher implement them together. Factors to be considered when selecting which unit to use include the availability of the library media generalist, student background in information skills, the goals and objectives of the unit, the length of the unit, and the availability of resources. In some elementary schools where there is no library media generalist the classroom teacher will need to play both roles. If this is the case, caution should be taken in selection as some of the units require much more monitoring and facilitating than others. Some assume more student content background and experience with information skills than others. It may be necessary to spend more time than is indicated by the authors if students need more practice in skill development. While it is not necessary to use the identical resources suggested, resources with similar content should be available. See the Resource Section in the New Hampshire Educators' Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy for sources of resources and services. Additionally, contact the Learning Resources Center at Keene State College (603-358-2750) for the AIDS Materials Bibliography. A variety of print and non-print items may be borrowed.

Finally it is hoped that you will try to develop your own resource-based learning experiences. It is not necessary to begin with a long unit. Use this introduction and the examples in your packet as a guide and take the plunge. You'll be rewarded in many ways.

References:

Haycock, C. (May 1991). "Resource-Based Learning: A Shift in the Roles of Teacher, Learner." *NASSP Bulletin.* 75, 535: 15-22.

New Hampshire Department of Education. (1992). *Information Skills.* Concord, NH: Author.

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Alberta Education, Curriculum Support Branch. (1990). *Focus on Research.* Edmonton, Alberta: Author.

Carletti, S., Girad, S., & Willing, K. (1991). *The Library Classroom Connection.* Portsmouth, NH: Heinemann.

Stripling, B. and Pitts, J.M. (1988). *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process.* Littleton, CO: Libraries Unlimited.

PLANNING FOR RESOURCE-BASED LEARNING

Subject ______________________ *Grade Level* __________________

Topic _______________________ *Teacher* ____________________

Dates and Times ______________

Learning Goal:

Learning Objectives:
    Concept/Content Objective(s):

    Information Skills Objective(s):

How will students gather information?

How will students record information?

How will students process and organize information?

How will students communicate or present information?

How will students be evaluated?

List resources needed and other notes on the back.

Teacher Responsibilities	**LMG Responsibilities**

EXAMPLE OF GOAL AND OBJECTIVES STATEMENTS

UNIT GOAL: The students will know how HIV/AIDS is transmitted, and will demonstrate ways in which their decisions about behavior may or may not lead to HIV/AIDS infection.

UNIT CONCEPT OBJECTIVES:
Students will:

1. Understand ways in which HIV/AIDS is and isn't transmitted
2. Distinguish between high and low risk behaviors that can result in transmission of HIV/AIDS
3. Understand how decisions about behaviors increase or decrease the risk of infection
4. Develop decision making responses via role playing, skits, etc.

EVALUATION OBJECTIVES:
Students will:

1. List three ways in which HIV-AIDS is transmitted and five ways in which it is not.
2. Given a list of behaviors, sort the behaviors into two categories, high and low risk.
3. List five behaviors that increase or decrease the risk of infection.
4. Present decision making responses via role playing, skits, etc.

INFORMATION SKILLS OBJECTIVES:
Students will:

1. Use brainstorming techniques to identify key words related to behaviors
2. Students will check the resource for currency.
3. Use notetaking to extract information from various sources.
4. Analyze information gathered from various sources in order to reach conclusions.
5. Create oral and/or visual presentations of their findings.
6. Listen to and respond to the presenters

EVALUATION OBJECTIVES:
Students will:

1. Contribute one key word
2. List three sources and their copyright dates
3. Write ten notecards of information from the three sources
4. From the individual students' notecards, the focus group will select and record the information needed for their presentation.
5. Present findings to the other focus groups using oral and/or visual presentation methods
6. Write down one relevant question and conclusion for each presentation.

from Unit H-4, ***Disease Transmission, AIDS, and You*** by Marilyn Blight, Barbara Hirai, and Carol Sheldon, Hanover High School.

EXAMPLES OF NOTETAKING STRATEGIES - 1

Cornell Method of Notetaking

The Cornell Method of notetaking was developed by experts from the Learning Center at Cornell University and first presented to the 25th College Reading Association Annual Conference in Louisville, Kentucky on October 30, 1981. It involves the use of a recall column (approximately 2½ inches in width) on the left side of the student's notetaking page. Students record concise notes on the remainder of the page, using key words in the recall column to organize ideas and to cue for review following a lecture or a film. Full explanations of the method can be found in Bridging the Gap: College Reading, 3rd edition, by Brenda D. Smith, Harper Collins, 1989 and Reading and the Middle School Student: Strategies to Enhance Literacy by Judith Irvin, Allyn and Bacon, 1990.

Closed-Book Notetaking

Closed-book notetaking is a simple but powerful technique for students to apply to processing print information. The student reads an appropriate amount of information - depending on the reading level of the student and the difficulty of the material, this could be anything from a portion of the sentence to a paragraph or two - and then, after placing a bookmarker at the page, closes the book. The student then writes down, in his or her OWN WORDS and in as abbreviated a form as is appropriate - again, this depends on the skill level of the students and the difficulty of the material - the important ideas he or she remembers from what was read. Spelling is not important at this point in time. Students are encouraged to reread as necessary, but to write notes WITH THE BOOK CLOSED. Students are also encouraged to write each note on a separate slip of paper to facilitate later organization of thoughts. See Notecards form. (Appendix F)

NOTECARDS

Ref # ________ Page # ____	Ref # ________ Page # ____
Ref # ________ Page # ____	Ref # ________ Page # ____
Ref # ________ Page # ____	Ref # ________ Page # ____
Ref # ________ Page # ____	Ref # ________ Page # ____
Ref # ________ Page # ____	Ref # ________ Page # ____

Notecards Form Sheets

The use of the Notecards form sheet rather than index cards accomplishes two things: 1) The spaces are small and force students to think in terms of abbreviations or in one word or phrase notes; and 2) The notes are less likely to be lost during the notetaking phase if several are recorded on one page. It is not until students are ready to begin organizing their notes that the pages are cut up into individual notecards. At this point it is important for students to write their names on the back of each notecard and to clip notes together with paper clips.

from Unit M-4 *HIV/AIDS Fact or Fiction* by Kim Carter Sands, Dave Mason, Gloria Kaminski, and Julie Getty, Jaffrey-Rindge Middle School, Jaffrey.

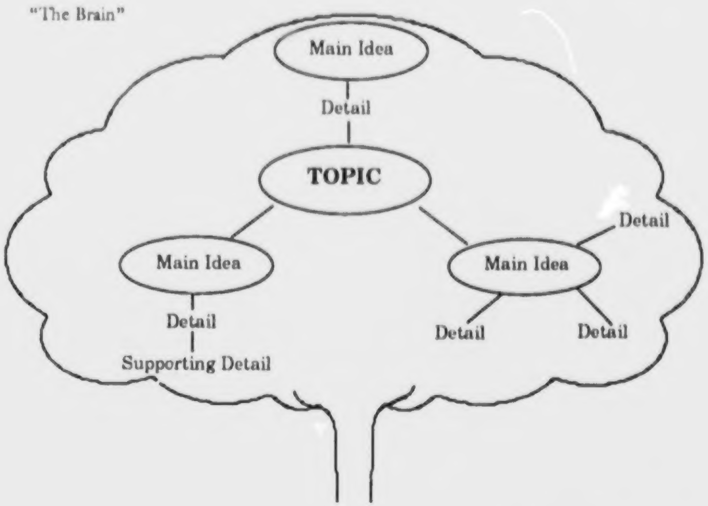
EXAMPLES OF NOTETAKING STRATEGIES - 2

MIND MAPPING FORMAT

Definition: Visual representation (map) of thoughts on a certain subject. Useful way to bring out what you know about a subject to organize the information.

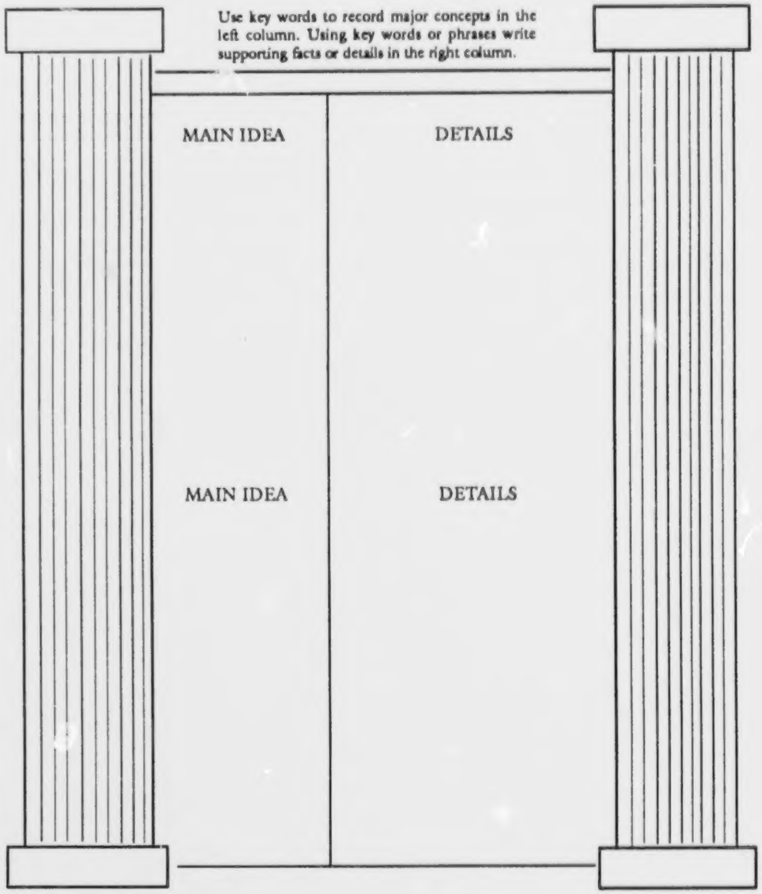
Guidelines for Mind Mapping:

- Use key words that will later trigger your memory.
- Use key words or phrases to represent concepts/main ideas related to the topic.
- Use key words to represent supporting details related to the concept or main idea.
- Identify no more than six main ideas per topic. If there are more than six make another map.
- If material is demanding and not familiar read a small chunk (a paragraph or part of a paragraph) at a time and then fill in your map.
- Mind mapping is highly individual. Do it the way your mind works. There is no right way. Your way is best for you.



TWO-COLUMN NOTETAKING

Name: ____________ Topic: ____________ Date: ____________


Use key words to record major concepts in the left column. Using key words or phrases write supporting facts or details in the right column.

from Unit H-2, ***HIV/AIDS Risks: It's Your Responsibility*** by Robert Cray-Andrews, Angela Lennox, Paul Villinski, and Jane Shattuck, Exeter AREA High School, Exeter.

EXAMPLES OF STUDENT CHECKLISTS

THE BIG "D" RESEARCH PROJECT CHECK LIST

Directions: This checklist helps to divide your "Big D" research project into short tasks. When you and your partner have finished a task have your work checked and initialed by the teacher. The dates on the left tell you when each task is due.

Partner: ______________________________

Partner: ______________________________

Disease: ______________________________

Dates:

Dates		Initials
____	List of questions (15 minimum) 5 general 10 specific to your disease	☐
____	Resource cards (4 cards - 2 kinds of sources) 1. ____________ 2. ____________ 3. ____________ 4. ____________	☐
____	**Note taking** 20 facts minimum 2 sources minimum on index cards, one fact per line	☐
____	**Categories** list of 4-6 categories facts categorized on notecards. facts on your disease listed by categories on "disease web chart"	☐
____	**Poster Draft** must include cause symptoms how I get plus 10 other facts 5 key words chosen	☐
____	**Planning your talk** talk worksheet completed presentation practiced	☐

from Unit EM-1, *The Big "D"* by Ann Bradley, Jean Keene and Judy Williams, Bernice A. Ray School, Hanover.

HIV/AIDS RESEARCH PROJECT

Student Check List

To give you a chance to discover more about the epidemic of AIDS, you will have the opportunity to do some library research on your own. You will receive one of three stories or case studies to read. Using the Question Generator worksheet you will extract from the reading the following information and earn points.

	Possible	Earned
KEY WORDS (2 minimum)	2 points	_____
MAIN IDEAS including		
HOW VIRUS WAS TRANSMITTED	2 points	_____
HOW THIS COULD HAVE BEEN AVOIDED	2 points	_____

✔ CHECKPOINT ________ (Have the teacher check your work and assign points.)

You will then write down a question you have about the reading. The question should be something you are curious about - a "why" question is probably best.

QUESTION	3 points	_____

✔ CHECKPOINT ________

The next day you will spend time in the library searching for the answer to your question. You will take notes in your own words (at least three facts) which you will use to write a paragraph or two which answers your specific question. You will list the title and author of the source you used.

NOTES (Minimum of 3 facts)	5 points	_____
SOURCE CITATION (Minimum of 2 sources)	4 points	_____
PARAGRAPH	4 points	_____

✔ CHECKPOINT ________

In addition to the paragraph, you will work with a group made up of the other people who read your case study to generate a skit which will include: 1) how the character in your case study acquired the HIV virus; and 2) how he or she could have avoided getting it (the more ideas the better). You should base the characters in your skit loosely on the people in the case study. Your group will perform the skit the next class day. You will be able to earn up to 20 points for this skit. The skit will be evaluated by the following:

	Possible points
Originality and sensitivity	5 points
Clear statement of how virus was acquired	5 points
Clear statement of how infection could have been avoided	5 points
Statement of another strategy to avoid HIV infection	5 points

from Unit H-1, ***Health Involves Values and Attitudes in Decision Strategies*** by Edith March and Julie Whitcomb, Hollis/Brookline High School, Hollis.

EXAMPLES OF TRACKING SHEETS

TRACKING SHEET FOR HIV/AIDS CASE STUDIES

Students will be tracked by rating them with the following criteria.

Student names																
QUESTIONS GENERATOR Key words (2 pts.)																
How Transmitted (2 pts.)																
How to Avoid (2 pts.)																
Question (2 pts.)																
NOTETAKING Notes (minimum 3 - 1 pt. per note)																
Paragraph (4 pts.)																
Bibliographic citations (4 pts.)																

Criteria:
For Question Generator activities
- 2 pts = understands and can verbally explain
- 1 pt = understands but has difficulty explaining
- 0 pts = does not do, or does not appear to understand

3 points for the question if it meets above criteria AND is a thoughtful question.

For NOTETAKING SHEET
Notes: 3 minimum. 5 max points. 1 point per note.

Paragraph:	4 points =	Clear, concise, necessary information
	3 points =	Necessary information
	2 points =	Most information, but missing one point
	1 point =	Incomplete information

Bibliographic citation: Minimum of 2 sources
2 points for each correct citation

from Unit H-1, ***Health Involves Values and Attitudes in Decision Strategies*** by Edith March and Julie Whitcomb, Hollis/Brookline High School, Hollis.

TEACHER MASTER TRACKING CHART

Criteria 3 = Completed correctly 2 = Assistance needed 1 = Did not complete

Lesson	1	2	3	4	5	Total
Name of Student	Key Words	Research Key Words	Classification	Play	Sentence Completion	

from Unit E-3, ***Germs Make Me Sick*** by Marilyn Butt and Barbara Young, Epping Elementary School, Epping.

EXAMPLES OF TRACKING SHEETS

CHECKPOINT EVALUATION CRITERIA

(Use with Teacher Tracking Sheet · Appendix E²)

CHECKPOINT · Clustering (2 points)
Up to two points to be given for a thoughtfully completed cluster with at least five areas added.

CHECKPOINT · Citation (1 point)
(One point to be given when a student locates and shows a citation for an article in a magazine guide appropriate for his or her research area. This can be done at any time during the three days in the Library Media Center.)

CHECKPOINT · Notesheets (9 points minimum)
At the end of the three days Notesheets should be handed in for grading. Up to three points may be earned per completed Notesheet, minimum three sources. Each sheet will be marked for proper bibliography (1 point), understanding of the concept (1 point), and language · student's own words (1 point). If additional sheets are used for one source, two additional points may be given per sheet for understanding and language.

CHECKPOINT · Brainstorming and Group Presentation (5 points)
Up to five points may be given: quality and organization of the presentation (2 points), and, student's group interaction (3 points).

CHECKPOINT · Resource Handbook (4 points)
Four points may be given. Handbooks are evaluated for neatness and clarity of the written review of the organization (2 points), and for an accurate and thorough oral report on the services available from the organization (2 points).

CHECKPOINT · Simulation Questions (12 points)
Simulation 1. Six points possible. Good answers should include :
a) One to two symptoms listed correctly, or mention that HIV positive patients may show not symptoms (2 points).
b) At least one treatment for HIV positive or AIDS patients should be listed (2 points).
c) At least one area organization or medical center dealing with HIV/AIDS should be discussed (2 points).

Simulation 2. Six points possible. Good answers should include:
a) Mention of multiple sexual partners or not using condoms as high risk behaviors (2 points).
b) Mention of at least two other high risk behaviors (2 points).
c) Mention of at least two ways to prevent the spread of HIV/AIDS (2 points).

TEACHER TRACKING SHEET

(Use with CHECKPOINT Evaluation Criteria · Appendix E¹)

Task Student Name	Clustering	Citation	Notesheets	Brainstorm/ Group Presentation	Resource Handbook	Simulation Questions	TOTAL

from Unit M-2, ***Learning About HIV/AIDS: Information, Resources, and Cooperation***
by Heidi Webster and Terri Pelletier, Indian River School, West Canaan.

NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING
CURRICULUM PROJECT

UNIT E-1

Getting to Know Me

◆

Dorothy Sainsbury, *Grade 1 Teacher*
Barbara Young, *Library Media Generalist*
Epping Elementary School
Epping, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT E-1

Getting to Know Me

❧

Dorothy Sainsbury, *Grade 1 Teacher*
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Epping Elementary School
Epping, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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Getting To Know Me

AUTHORS:

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GRADE LEVEL: First grade

TIME PERIOD:

16 sessions, 40 minutes in length over a five week period. We scheduled classes three or four times a week, depending on the availability of the personnel involved and of the Library Media Center. (Note: This unit can also be broken into three mini-units. See below for explanation.)

OVERVIEW:

"Getting to Know Me" deals with uniqueness and self-esteem, goes into the functions of various organs, and concludes with lessons on protection from disease by practicing good health habits. This unit integrates science, health, language (vocabulary), art, music, and library activities (storytelling, booktalking, research stations).

The unit can be broken into three mini-units if desired:

1. The concept of self and being unique is covered in Days 1-6. This unit begins with singing and a filmstrip, contains an art project, an interviewing session, a lesson involving information gathering, and ends with stories and booktalks.
2. Body structures and their functions are covered in Days 7-13. There are many fine books, filmstrips, and other materials that one can use, but we had the most fun with the book The Organic Puppet Theatre. (Activities for Days 7-13 are not included in this publication).
3. Disease, germs and health habits are covered in Days 14-16. AIDS is introduced in this section as a disease.

UNIT GOAL:

The student will demonstrate an understanding of personal health concepts. (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 1-4, Student Outcome 1)

UNIT OBJECTIVES:

1. The student will explain how each person is unique. (Grades 1-4, Outcome 1, Indicator 1)
2. The student will demonstrate knowledge of the basic structures of the human body and their functions. (Grades 1-4, Outcome 1, Indicator 2)
3. The student will demonstrate an understanding of some of the basic activities which promote physical health and reduce the risk of disease (washing hands, brushing teeth). (Grades 1-4, Outcome 1, Indicator 3)

INFORMATION SKILLS FOCUS:

The student will:

1. Brainstorm.
2. Listen for information.
3. Interview for information.
4. Gather information by interpreting pictures.
5. Record information by drawing and coloring.
6. Compare and contrast information.
7. Gather information through observation.
8. Present information through role playing.

EVALUATION:

Students' contributions to brainstorming and discussion are monitored with the use of name cards. At the beginning of the lesson students are handed a card with their name on it. When a student contributes to the discussion, the teacher collects the card. This is later recorded on the Tracking Chart as three points earned (Appendix C).

For other activities students are evaluated according to how successfully and independently they complete unit activities.

A five point system is used:

5 - Successfully completes task/worksheet.
4 - Completes with help.
3 - Does not complete; what is done is correct.
2 - Completes incorrectly.
1 - Does not complete; what is done is not correct.

DAY 1 - We Are All Unique

40 minutes
Library Media Center or classroom
Teacher and Library Media Generalist

Learning Objective:

The student will explain how a person is unique.

Information Skills Focus:

The student will:
1. Brainstorm.
2. Listen for information.
5. Record information by drawing and coloring.
6. Compare and contrast information.

Materials and Resources:

Word card for the word "unique"
Cutouts of filmstrip characters
Sound filmstrip projector
Filmstrip: I'm the Only Me. Encyclopedia Britannica, 1983.
Chart of the song: "I'm the Only Me"
Folders
Worksheets and transparency: "Hairs to You" (Appendix A)
Crayons
Tracking chart (Appendix C)

Procedure:

1. Introduce the word "unique."
2. Introduce cutouts of filmstrip characters. Have the students discuss how the characters are unique. (10 minutes)
3. Teach song on filmstrip.
4. Have the students read and sing the words from a chart.
5. Show filmstrip: "I'm the Only Me."
6. Use cassette from filmstrip to sing the song again. Have the students read the words from the chart as well as sing them. (Alternative: If filmstrip is not available a story from the resource list (p. 15) under Individuality would be appropriate).
7. Have the students brainstorm possible hair colors as a form of uniqueness. Narrow colors down to four.
8. Pass out worksheet "Hairs to You." Have the students make a face on each circle and color one of the four hair colors on each of the heads.
9. Have the students classify the class according to the four hair colors listed, pointing out that although some might have brown hair, one is long, one is curly, one is straight, etc.
10. Have students complete worksheet. (20 minutes)
11. Using a transparency or a large laminated graph go over the worksheet together.

Evaluation: Successful completion of the worksheet.

DAY 2 - Self Portraits
40 minutes
Classroom
Teacher

Learning Onjective:
1. The student will explain how each person is unique.

Information Skills Focus:
The student will:
1. Brainstorm.
2. Listen for information.
5. Record information by drawing and coloring.

Materials and Resources:
Word card for the word "unique"
Cassette from "I'm the Only Me"
Cassette player
Chart of song
Word card for "self-portrait"
Paper plates
Yarn, ribbon, paper, scissors, glue, crayons, etc.
Oak-tag card with each child's name on it

Procedure:
1. Review the meaning of the word "unique."
2. Have the students sing the song from Day 1.
   (Alternative: If filmstrip is not available a story from the resource list (p. 15) under Individuality would be appropriate).
3. Introduce the concept of self-portrait.
4. Give each child a card with his or her name on it.
5. Have the students brainstorm how each individual in the class is unique. As each successfully contributes to the brainstorming session, have the child pass his or her name card to you. Use the cards to keep track of who has contributed to the brainstorming. (Later record three points on the tracking sheet for each of these children.)
6. Have the students draw a self-portrait on a paper plate. Encourage use of the materials you have provided.

Evaluation:
Contribution to brainstorming.
Successful completion of self-portrait.

DAY 3 - Comparing and Contrasting

40 minutes
Classroom
Teacher

Learning Objective:
1. The student will explain how a person is unique.

Information Skills Focus:
The student will:
2. Listen for information.
6. Compare and contrast.
7. Observe for information.

Materials and Resources:
Book: Super, Super, Superwords by Bruce McMillan. Lothrop, 1989.
Name cards
A variety of objects to compare
Self-portraits from Day 2
Yard stick or tape measure
Long strips of paper
Masking tape, scissors

Procedure:
1. Read Super, Super, Superwords.
2. Pass out name cards (for tracking)
3. Have students compare objects in the room and objects brought in as was done in the book. Ask students to come up with different comparison words. End with comparing students (tall, taller, tallest, short, shorter, shortest). As each student contributes to the discussion take his or her name card.
4. Show self-portraits from Day 2.
5. Have the students guess who each plate is by using clues, i.e. hair color, eye color, glasses, freckles, etc.
6. Measure each child. Put long strips of paper under each plate and indicate the student's name and height. Display the face plates according to height. The hallway is a great place for this display.

Evaluation: Contribution to brainstorming.

DAY 4 - Getting to Know You and You and You

40 minutes
Classroom
Teacher

Learning Objective:
The student will explain how a person is unique.

Information Skills Focus:
The student will:

2. Listen for information.
3. Interview for information.
7. Observe to gather information.

Materials and Resources:
Worksheet: "Getting to Know YOU and YOU and YOU" (Appendix B)
Pencils

Procedure:

1. Distribute worksheet
2. Read over together, pointing out the pictures.
3. Point out that they will need to observe people or interview (ask questions) to gather the information. As a class decide which technique is needed for each statement.
4. Have the students discuss how they will ask for answers to these questions. Stress please and thank you and having a pencil available.
5. Have the students complete the worksheet.

Evaluation: Successful completion of worksheet.

DAY 5 - Learning Stations
40 minutes
Library Media Center
Library Media Generalist, Teacher, Volunteers

Learning Objective:

The student will explain how a person is unique.

Information Skills Focus:

The student will:
4. Interpret pictures.
5. Draw and color to convey information.
6. Compare and contrast.

Materials and Resources:

- Book: McMillan, Bruce. Super, Super, Superwords. Lothrop, 1989. *(Four copies or one book and three photocopies of any of the pages with comparisons. An alternative would be pictures showing comparisons.)*
- Book: Peet, Bill. Buford, the Little Bighorn. Houghton, 1967. *(Four copies or one book and three photocopies of a page showing Buford skiing on his horns. An alternative would be a book or a picture showing an animal doing something unique.)*
- Book: Peet, Bill. The Spooky Tail of Prewitt Peacock. Houghton, 1973. *(Four copies or one book and three photocopies of a page showing Prewitt's tail up with the other peacocks in the picture. An alternative would be a book or a picture of a group of animals with at least one looking different such as a group of white sheep and one black, a group of dogs and one of them spotted.)*
- A picture of a group of children or children's faces
- A picture of children doing different activities, *(or various pictures of children engaged in activities such as painting, jumping rope, playing kick ball, reading.)*
- Peel-off stickers such as those used in libraries for spine labels
- Crayons for each station, a pencil per child
- 20 stations *(Note: Three pieces of oaktag (18"x18") laminated one half inch apart and not cut will make one station. A pocket on one side like that in a folder is very handy.)*

Procedure:

1. Set 20 stations up in the Library Media Center, four stations per library table. There are five tasks to complete (see next page), therefore each task is duplicated four times. This prevents waiting. (Alternative: Five stations can be set up and students can come into the Library Media Center in small groups to complete the tasks.) Tasks are not sequential, therefore students may start at any station and move to available stations as they complete their tasks.
2. Explain the worksheets before students begin. Students can be given the worksheets with the five tasks or the worksheets can be placed in pockets at each station. Make it clear to the students that the papers must

be checked by the teacher or the library media generalist before they continue to the next station. Have students work individually or in pairs.

Evaluation: Successful completion of the five stations.

STATIONS

Station #1: McMillan. Super, Super, Superwords.
Stickers with comparison words such as small, smaller, smallest; tall, taller, tallest; or big, bigger, biggest, etc., typed on each sticker.

Directions: Look at the pictures in the book.
Take a sticker.
Put it on your paper
Draw 3 pictures that explain the words on your sticker.

Station #2 Peet. The Spooky Tail of Prewitt Peacock

Directions: Look at the peacocks.
One of them is unique.
Draw what makes him unique.

Station #3 Pictures of children (faces)

Directions: Each of these children is unique.
You are unique.
Draw something about how you look that is unique.

Station #4 Pete. Buford, the Little Bighorn.

Directions: Look at the picture of Buford.
He can do something that is unique.
Draw it.

Station #5 Pictures of people involved in various activities

Directions: Everyone can do things that are unique.
Draw something you can do that makes you unique.

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DAY 6 - Unit Wrap-up or Transition

40 minutes
Library Media Center
Library Media Generalist, Teacher

***NOTE:** This session is to be used either as a culmination of the first mini-unit on being unique, or as a transition into the second mini-unit dealing with the body structure and functions.*

Learning Objective:

The student will explain how a person is unique.

Information Skills Focus:

The student will:
1. Brainstorm.
2. Listen for information.
6. Compare and contrast information.

Materials and Resources:

Books: The Missing Piece
Pezzettino (or alternative)
Books from "Self and Individuality" list
or books from the "Our Bodies and Health" list (see resource list, p. 15)

Procedure:

1. Ask the students how they are unique (review).
2. Read or tell The Missing Piece (or alternative).
3. Sing "I'm the Only Me."
4. Read Pezzettino (or alternative).

NOTE: If the unit is going to end after this session do quick booktalks on other books dealing with Self and Individuality (see resource list, p. 15.)

5. Explain that while we are each unique, we are also alike.
6. Have the students brainstorm ways that people are alike.
7. Have students compare how we are alike yet are unique. For example, we all have hair, but our hair is a different color.
8. Tell the students that in the next few weeks they will be learning about their bodies, how the different parts work, and how to keep healthy.
9. Introduce the students to some of the books on the "Our Bodies and Health" list by giving quick booktalks.
10. Have each child select a book to sign out for the classroom collection.

Evaluation: Observation of students.

DAYS 7-13 - Body Parts

Learning Objective:

2. The student will demonstrate knowledge of the basic structures of the human body and their functions.

Daily lesson plans for this objective were based on activities suggested in the book The Organic Puppet Theatre by Terry Schulz and Linda Sorenson, Network Publications, 1989 [Network Publications, a division of ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, (408) 438-4060.] Copyright laws do not allow reproduction of the adaptation, however, for more information of how this resource was used contact the authors. Because of the age of the children, most of the activities were demonstrated by the teacher. Activity sheets were developed around the demonstrations, using ideas from the book. Students were evaluated on their activity sheets and participation in discussion.

Day 7 - Teeth
Day 8 - Stomach
Day 9 - Lungs
Day 10 - Heart
Day 11 - Kidney
Day 12 - Skeleton
Day 13 - Workstations in library

On Day 13 the library was set up in similar fashion to Day 6 (page 9) with five different activities duplicated four times. Books used included What Happens When You Breathe? and What Happens When You Eat? by Joy Richardson, and Teeth by Jacqueline Maloy (see biblography). Any books which show concepts that you want students to know can be used. Students were directed to certain pages and asked to draw a picture to answer a question, or to write words to answer a question. For example, the book Teeth was at one station with the following directions:

> Look at the pictures on page 25.
> Draw two foods good for your teeth.
> Draw two foods bad for your teeth.

If students are able to read the directions, ask them to write the names of two foods rather than draw pictures.

At another station, the book What Happens When You Breath? was the resource. A student worksheet shows a picture of the lungs with the following directions:

> Look at page 16.
> Color the lungs.
> Draw where the ribs go.

A worksheet for a reader would say:

> Read page 16.
> Write two words that describe the lungs.
> Show them to your teacher.

These activities work successfully when directions are clear and when there are enough adults to assist students in the activities. This is a great way to involve parent volunteers.

DAY 14 - Germ Experiment

30 minutes during the day and 10 minutes at end of the day
Classroom
Teacher

Learning Objective:

3. The student will demonstrate an understanding of some of the basic activities which promote physical health and reduce the risk of disease (washing hands, brushing teeth).

Information Skills Focus:

1. Brainstorm
2. Listen for information
3. Observe to gather information

Materials and Resources:

Books: Scheer, Judith. Germ Smart. Network Publications, 1990.
Ward, Brian. Health and Hygiene. Franklin Watts, 1988.
Large cutout of the human body made of poster board
Crumpled paper (made by 3 x 5 pieces of paper of various colors)
Masking tape or bulletin board pins
Words cards for the words "disease" and "germs"
Glitter

Procedure:

1. Introduce the words "disease" and "germs."
2. Pass out two pieces of paper to each child.
3. Have the students brainstorm diseases (illnesses) that they have had or friends or relatives have had. When they say a disease have the students pass you one of their crumpled papers. Pin or tape the papers up around the cutout of the body - one for each disease named. This procedure helps you to know if students have participated and will also give each child a chance to talk.
4. Discuss with the students what the papers taped to the body cutout means. Help them to understand that there are many kinds of illnesses. Explain that they are caused by germs.
5. Put glitter on the students' hands. Explain that we are pretending that these are germs. Tell them that before they go home they will look around the room to see where the germs are lurking.
6. At the end of the day have the students look around the room for the glitter. Make a list of where the glitter is found.

Evaluation: Contribution to brainstorming and discussion.

DAY 15 - Clean Hands Experiment

40 minutes
Classroom
Teacher

Learning Objective:

3. The student will demonstrate an understanding of some of the basic activities which promote physical health and reduce the risk of disease (washing hands, brushing teeth).

Information Skills Focus:

1. Brainstorm
2. Listen for information
3. Observe to gather information

Materials and Resources:

Books: Koch, Janice. AIDS: A Primer for Children. Berrent Publications, 1991.
Ward, Brian. Health and Hygiene. Franklin Watts, 1988.
Hot and cold water, soap
Vaseline, nutmeg
White paper towels
Health chart, stars
Name cards for brainstorming

Procedure:

1. Pass out name cards to keep track of brainstorming participation. (Students pass in a card when they have participated.)
2. Have the students brainstorm where the germs ended up after the experiment with the glitter.
3. Read or tell about pages 14-26 from AIDS: A Primer for Children. Alternative: If the book is not available discuss the size of germs (can't see them, microscopic) and have the students brainstorm the effects germs have on them (sore throats, ear infection, etc.) Have the students brainstorm ideas about what they can do to help make harmful germs in their body go away (rest, proper food, medication etc.)
4. After reading, have the students brainstorm good health habits. Make a list on the board or on chart paper. Make sure that "wash hands" is on the list. Discuss this one with them.
5. Experiment: Have two students put vaseline all over their hands and then sprinkle their hands with nutmeg. Ask one to wash in hot water and the other to wash in cold water. After they dry their hands, have them dry their hands on white paper towels. Compare the towels. Pick two more students and do the experiment again having one student wash with soap and one wash without soap. Compare all of the towels used to dry the hands. Discuss what this means.

6. Discuss other good health habits on the chart. Have another chart ready with the names of all of the students with spaces for dates following the names. Have students choose items from the good health habits list that they want to work on. For example they may choose:
    Eat a good breakfast.
    Wash hands before eating.
    Eat healthy snacks.
    Brush teeth.
7. Tell them that each day they will get a star after their name if they do all of the good health habits they have decided to work on.

***Note:** This healthy habits activity will continue after the unit is completed.*

Evaluation: Contribution to brainstorming.

DAY 16 - Healthy Habits Party

40 minutes
Classroom
Teacher

Learning Objective:
The student will demonstrate an understanding of some of the basic activities which promote physical health and reduce the risk of disease (washing hands, brushing teeth).

Information Skills Focus:
1. Brainstorm
2. Listen for information
3. Observe to gather information

Materials and Resources:

Books: Koch, Janice. AIDS: A Primer for Children. Berrent Publications, 1991.
Hausherr, Rosmarie. Children and the AIDS Virus. Clarion, 1989.
Quackenbush, Marcia. Does AIDS Hurt? Network Publication, 1991.
Ward, Brian. Health and Hygiene. Franklin Watts, 1988.

Cassette: "I'm the Only Me"

Drawing paper, crayons

Procedure:
1. Brainstorm to continue to add to the list of "Healthy Habits," including exercising. Discuss.
2. Continue reading in AIDS: A Primer for Children, pp. 26-45 or another book for children about AIDS.
   Discuss the fact that AIDS is not like other germs. Point out that the germ is spread through body fluids such as blood.
3. Have students draw pictures of people doing a "healthy habit."
4. End unit with a party that serves only healthy snacks like carrot sticks, fruit juices, and popcorn. Sing "I'm the Only Me." Play Simon Says or another game using "healthy habits" or terms important for physical fitness - Simon says wash your hands, Simon says use a hankie, Simon says stretch your muscles, etc.

Evaluation: Successful completion of the picture.

RESOURCES

Books on Individuality and Self

Alexander, Sue. Lila on the Landing. Clarion, 1979.
Baylor, Byrd. Your Own Best Secret Place. Scribner, 1979.
Binford, Dale. Rabbits Can't Dance. Gareth Stevens, 1989.
Bradman, Tony. Michael. Macmillan, 1990.
DeLago. Am I a Bunny? Garrard, 1978.
Delaney, Ned. One Dragon to Another. Houghton, 1976.
De Paola, Tomie. The Art Lesson. Putnam, 1989.
Graham, Amanda. Who Wants Arthur? Gareth Stevens, 1987
Heine, Helme. The Most Wonderful Egg in the World. Athenaeum, 1982.
Free to be...You and Me. McGraw-Hill, 1974.
Kasza, Keiko. The Pigs' Picnic. Putnam, 1988.
Lester, Alison. Rosie Sips Spider. Houghton, 1988.
Leaf, Munroe. The Story of Ferdinand. Viking, 1936.
Lionni, Leo. A Color of His Own. Pantheon, 1975.
Lionni, Leo. Tico and the Golden Wings. Pantheon, 1964.
Peet, Bill. Bufford, the Little Bighorn. Houghton, 1967.
Pee, Bill. The Spooky Tail of Prewitt Peacock. Houghton, 1973.
Pinkwater, Daniel. The Big Orange Splot. Hastings, 1977.
Sadler, Marilyn. It's Not Easy Being a Bunny. Random House, 1983.

Books on Our Bodies and Health

Adler, David. You Breathe In, You Breathe Out: All About Your Lungs. Watts, 1991.
Bates, Louise. Little Rabbit's Loose Tooth. Crown, 1975
Balestrino, Philip. The Skeleton Inside You. Crowell, 1971.
Berger, Melvin. Why I Cough, Sneeze, Shiver, Hiccup & Yawn. Crowell, 1983.
Brenner, Barbara. Bodies. Dutton, 1973.
Broekel, Ray. Your Skeleton and Skin. Childrens Press, 1984
Brown, Marc. Dinosaurs Alive and Well. Little, 1990.
Cole, Joanna. The Magic School Bus Inside the Human Body. Scholastic, 1989.
Cooney, Barbara. The Wobbly Tooth. Putnam, 1978
Elting, Mary. The Answer Book About You. Grosset & Dunlap, 1980.
Gross. A Book About Your Skeleton. Hastings, 1979
Isenberg. Albert, the Running Bear's Exercise Book. Houghton, 1984.
Limburg, Peter, The Story of Your Heart. Coward, 1979
Malloy. Teeth. Rainwater, 1989
Rayner, Mary. Mrs. Pig's Bulk Buy. Athenaeum, 1981
Richardson, Joy. What Happens When You Catch A Cold? Gareth Stevens, 1986
Joy. What Happens When You Hurt Yourself? Gareth Stevens, 1986
Rockwell, Harlow. My Dentist. Greenwillow, 1970

Rockwell, Harlow. My Doctor. MacMillan, 1973
Seixas , Judith. Junk Food - What It Is, What It Does. Greenwillow, 1984.
Seuss, Dr. Green Eggs and Ham. Beginner Books, 1960
Showers, Paul. A Drop of Blood. Crowell, 1967.
Showers, Paul. Hear Your Heart. Crowell, 1968.
Showers, Paul. What Happens to a Hamburger. Crowell, 1970.
Trier, Carola. Exercise: What It Is, What It Does. Greenwillow, 1982
Wolf, Bernard. Michael and the Dentist. Four Winds, 1980.

More books on bodily functions and AIDS:

Berber, Melvin. Germs Make Me Sick. Harper, 1985.
Brunn, Ruth. The Human Body. Random House, 1982.
Gaskin, John. Teeth. Watts, 1984.
Hausherr, Rosmarie. Children and the AIDS Virus. Clarion, 1989.
Hyde, Margaret. Know About AIDS. Walker, 1987.
Jennings,Terry. The Human Body. Children's Press, 1988.
Junior Body Machine. Crown, 1983.
Lerner, Ethan. Understanding AIDS. Lerner, 1987.
Patent, Dorothy. Germs! Holiday House, 1983.
Scheer, Judith. Germ Smart. Network Publications, 1990.
Schultz, Terry and Linda Sorenson. The Organic Puppet Theatre. Network Publications, 1989.
Quackenbush, Marcia and Sylvia Villarreal. Does AIDS Hurt? Network Publications, 1988.
Showers, Paul. No Measles, No Mumps for Me. Crowell, 1980.
Silverstein, Alvin. The Digestive System. Prentice-Hall, 1970.
You and Your Body. Raintree, 1981.
Ward, Brian. Health and Hygeine. Watts, 1988.

Non-Print Resource

I'm the Only Me (sound filmstrip) Encyclopedia Britannica, 1983.

CALENDAR
Getting To Know Me

WEEK 1	DAY 1 Concept development: UNIQUE Song/Filmstrip: I'm the Only Me Classify hair color Evaluation: Hairs To You Teacher and/or LMG Classroom	DAY 2 Review; UNIQUE Concept development: SELF-PORTRAIT Brainstorm: Uniqueness Evaluation: Name cards Evaluation: Creating self portraits Teacher Classroom	DAY 3 Read: Super, Super, Superwords Compare: objects, self-portraits Measure child & display self portrait Evaluation: Name cards Teacher Classroom	
WEEK 2	DAY 4 Information skill: Interviewing Evaluation: Getting To Know You and You and You Teacher Classroom	DAY 5 Information skills development: 5 Stations Evaluation: 5 worksheets Teacher/LMG LMC	DAY 6 Read: The Missing Piece Pezzettino Booktalks LMG LMC	
WEEK 3	DAY 7 Teeth - Discussion and demonstration Filmstrip: Conquering the Cavity Creeps Evaluation: Tooth Words Nurse Classroom	DAY 8 Stomach - Discussion and demonstration Evaluation: The Big Blender Teacher Classroom	DAY 9 Lungs - Discussion and demonstration Evaluation: In and Out Teacher Classroom	
WEEK 4	DAY 10 Heart - Discussion and demonstration Evaluation: Color Me Teacher Classroom	DAY 11 Kidney - Discussion and demonstration Evaluation: When You Gotta Go Teacher Classroom	DAY 12 Skeleton - Discussion and demonstration Evaluation: Project making a skeletal hand Teacher Classroom	
WEEK 5	DAY 13 Information skills development: 5 Stations Evaluation: 5 worksheets Teacher/LMG LMC	DAY 14 Concept development: Disease Germs Brainstorm diseases Evaluation: Name cards Teacher Classroom	DAY 15 Read: AIDS - A Primer for Children Experiment: Hand washing Introduce Health Chart Evaluation: Name cards Teacher Classroom	DAY 16 Brainstorm health habits Continue AIDS Healthy Party Evaluation: Healthy habit illustration Teacher Classroom

HAIRS TO YOU

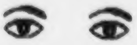
Name: ______________________________

Make a face on each circle, draw hair and use appropriate color.
Make a graph for your class.
Color a box for each child. (or have students write the names in the box)

BLONDE													
RED													
BROWN													
BLACK													

GETTING TO KNOW YOU and YOU and YOU

Name: ______________________________

1. Find someone with blue eyes.  ______________________

2. Find someone with blonde hair. ______________________

3. Find someone who has a dog. ______________________

4. Find someone who has read Hop On Pop.

____

5. Find someone with a baby sister. ______________________

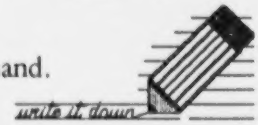
6. Find someone who likes to jump rope. ______________________

7. Find someone who has had the chicken pox. ______________________

8. Find someone who brushed their teeth this morning. ______________________

9. Find someone who ate breakfast this morning.

____

10. Find someone who writes with the left hand. 

____

GETTING TO KNOW ME - TRACKING CHART

Contribution to brainstorming and discussion earns 3 points. For other activities use the KEY.

KEY:
- 5 - Successfully completes task/worksheet
- 4 - Completes with help
- 3 - Does not complete; what is done is correct
- 2 - Completes incorrectly
- 1 - Does not complete; what is done is not done correctly

Names	**Activities**	Day 1 - "Hairs to You"	Day 2 - Brainstorming	Day 2 - Self portrait	Day 3 - Brainstorming	Day 4 - "Getting to Know You"	Day 5	Station1	Station 2	Station 3	Station 4	Station 5	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Station1	Station 2	Station 3	Station 4	Station 5	Day 14 - Brainstorming	Day 15 - Discussion	Day 16 - Picture	**Comments**

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT E-2

What is AIDS About?

❧

Janice Stanley, *School Nurse/Health Educator*
Cathy Koukal, *Library Media Generalist*
Paul School
Sanbornville, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING CURRICULUM PROJECT

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⁂

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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What Is HIV/AIDS About?

AUTHORS:
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GRADE LEVEL: Third grade

TIME PERIOD:
Nine – 40 minute sessions (we held them two days a week/ four + weeks)

SIZE OF GROUP: 22

UNIT OVERVIEW:

The unit: 1) addresses the difference between a communicable and non-communicable disease; 2)reviews the immune system in a simplified form; 3) addresses modes of transmission; and 4) addresses the seriousness of HIV/AIDS.

Activities developed to carry out the learning objectives involve student research, collage making, and role playing.

The students have been exposed to the *Comprehensive Health Curriculum* and *Here's Looking at You 2000* program providing them with a health/guidance background, that includes nutrition, personal hygiene, decision making, manners and socialization skills. They have, since kindergarten, been receiving instruction in various information skills, including listening for information, skimming, brainstorming, use of indexes and recording information.

This unit more than met our expectations in a positive way. The children participated enthusiastically and willingly. We had 100% parental support as indicated by feedback from our parent letter (see Appendix D). The school board, the administration, the staff, and parents gave us full support and encouragement.

UNIT GOAL:

The student will begin to understand the seriousness of the HIV/AIDS epidemic together with an absence of fear relative to the possibility of infection. (*New Hampshire HIV/AIDS Education Curiculum Guide*, Grades 1-4, Student Outcome 6)

UNIT OBJECTIVES:

1. The student will understand that HIV/AIDS is a serious disease (Grades 1-4, Outcome 6, Indicator 1).
2. The student will understand the difference between communicable and non-communicable diseases. (Grade 1-4, Outcome 6, Indicator 2)

3. The student will understand the effects of the HIV/AIDS virus on the immune system. (Grades 1-4, Outcome 6, Indicator 5)
4. The student will understand the modes of transmission of the HIV/AIDS virus. (Grades 1-4, Outcome 6, Indicator 1)
5. The student will understand that there are resource people available to answer their questions about HIV/AIDS. (Grades 1-4, Outcome 6, Indicator 6)

INFORMATION SKILLS OBJECTIVES:

The student will:

1. Brainstorm.
2. Skim for relevant information.
3. Listen for relevant information.
4. Extract relevant information from written resources.
5. Observe to gain information.
6. Record information.
7. Categorize information.
8. Organize information.
9. Present information by written, oral, and visual means.

EVALUATION:

The evaluation consists of a tracking device set up as a checklist with student names in a left-hand vertical column and daily completed learning activities (such as worksheets or collage) or specific behaviors (such as brainstorming or participation) listed horizontally across the top of the page.
(See Appendix E 2)
Another adult, either the classroom teacher, library media generalist, an aide, or a volunteer checks completed learning activities during the lesson at CHECKPOINTS indicated throughout the lesson plan. This person also continually monitors students for behaviors listed on the tracking device. A numbering system, 1, 2, 3, is used to evaluate the quality of student performance. (See Appendix E1)

KEY:

CHECKPOINT: a place to stop and assess the students' progress.

Use the corresponding evaluation sheets. (Appendices E1 and E2) Can be used by any of the persons accountable.
HE: health educator
LMC: library media center
LMG: library media generalist

DAY 1 - HIV/AIDS Graffiti Board

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

1. The student will understand that HIV/AIDS is a serious disease.

Information Skills Objectives:

The student will:

1. Brainstorm.
3. Listen for relevant information.
6. Record information.

Materials and Resources:

Losing Uncle Tim by Mary Kate Jordan (see Bibliography)
Poster board
Markers
Graffiti Board Activity Sheet (Appendix A)

Procedure:

1. Read the book, *Losing Uncle Tim* to class. (LMG)
2. Have the students create a class graffiti board by brainstorming all the terms that they can think of when they hear the words HIV/AIDS. **CHECKPOINT**
3. Have the students study the graffiti board and write down one term they feel is inaccurate on the Graffiti Board Activity Sheet. **CHECKPOINT**
4. Lead the class in reviewing their graffiti board, reinforcing the accurate terms and concepts and crossing out (after discussion) the inaccurate terms or misconceptions. Words expressing feelings as well as those that are health related will emerge and should be encouraged. (HE)
5. Have students write down two terms that reflect the seriousness of the disease on the HIV/AIDS Words. **CHECKPOINT**

NOTE: *This activity will help the teachers as well as the students determine the level of understanding of the class.*

DAY 2 - Disease Research

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

2. The student will understand some differences between communicable and non-communicable diseases.

Information Skills Objectives:

The student will:

2. Skim for relevant information.
3. Listen for relevant information.
4. Extract relevant information from written sources.
6. Record information.
7. Categorize information.

Materials and Resources:

Building Blocks: An AIDS Curriculum Guide for Early Elementary Educators (teacher resource)
Key Words Activity Sheet (Appendix B)
Resources for research

Procedure:

1. Have students participate in a lecture/discussion on communicable/non-communicable diseases (adapted from the *Building Blocks*). (HE)
2. Review the use of the index of a book. (LMG)
3. Review the skills of skimming for information and recording information. (LMG)
4. Make available preselected print resources that contain the needed information.
5. Assign pairs of students to research a preselected disease. (Preselect diseases according to resources available in your Library Media Center.)
6. Instruct them to use the index to locate the disease and to skim the information.
7. Using their Key Words activity sheet, have them identify key words about their disease. **CHECKPOINT**
8. On the Key Words activity sheet, have students categorize their disease as communicable or non-communicable. **CHECKPOINT**

DAY 3 - Disease Research continues

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

2. The student will understand some differences between communicable and non-communicable diseases.

Information Skills Objectives:

3. Listen for relevant information.
4. Extract relevant information from written sources.
6. Record information.
7. Categorize information.
9. Present information orally.

Materials and Resources:

Key Words activity sheet
Chart (see Figure 1)
Resources for research

Procedure:

1. Give students more time if necessary to complete their research begun on Day 2.
2. When students have completed their research, have them orally present the name of the disease, key words describing their disease and their conclusions (communicable or non-communicable). As they present the information the HE will record the information on the chart. **CHECKPOINT**

Figure 1.

Our Group Charting Activity
(on large oaktag)

		Communicable ✔	Non-Communicable ✔
DISEASE	DESCRIPTION		

DAY 4 - Immune System Research

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

1. The student will understand that HIV/AIDS is a serious disease.
3. The student will understand the effects of the HIV/AIDS virus on the immune system.

Information Skills Objectives:

The student will:

2. Skim for relevant information.
3. Listen for relevant information.
4. Extract relevant information from written resources.
6. Record information.
7. Present information visually.

Materials and Resources:

Building Blocks: An AIDS Curriculum Guide for Early Elementary Educators (teacher resource)
Drawing paper
Pencils
Crayons
Overhead projector
Overhead transparency
Resources for research

Procedure:

1. Have students listen to a brief explanation of the immune system (adapted from *Building Blocks Guide*) (HE)
2. Review skimming for information. (LMG)
3. Review recording information. (LMG)
4. Make available preselected resources (health series).
5. Have students locate information on the immune system in resources. **CHECKPOINT**
6. Have students draw/illustrate their concept of how the immune system works. **CHECKPOINT**
7. Have students listen to a brief explanation of the effects HIV/AIDS has on the immune system. (HE) Use a transparency to illustrate. (see *Building Blocks)*

DAY 5 - Collage Making

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

1. The student will understand that HIV/AIDS is a serious disease.

Information Skills Objectives:

The student will:

1. Brainstorm.
7. Categorize information.
8. Organize information.
9. Present information visually.

Materials:

Oak tag
Old magazines
Glue
Scissors

Procedure:

1. Have students listen to a concluding statement that HIV/AIDS destroys the immune system. (HE)
2. Have students brainstorm and discuss what the effects HIV/AIDS has on our physical and emotional well-being. **CHECKPOINT**
3. Have students work in groups to create a collage using materials listed above, expressing feelings associated with HIV/AIDS. **CHECKPOINT**

DAY 6 - Collage Making continues

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:
1. The student will understand that HIV/AIDS is a serious disease.

Information Skills Objectives:
The student will:
3. Listen for relevant information.
9. Present information visually and orally.

Materials:
Oak tag
Old magazines
Glue
Scissors
Collages begun on Day 5

Procedure:
1. Give students time to finish work on collages begun on Day 5.
2. Have groups orally describe and explain sample pictures/words on their collage. **CHECKPOINT**
3. Have students participate in a discussion on the seriousness of the HIV/AIDS disease.

DAY 7 - Modes of Transmission Charting

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

2. The student will understand the difference between communicable and non-communicable diseases.
4. The student will understand the modes of transmission of the HIV/AIDS virus.

Information Skills Objectives:

The student will:

1. Brainstorm.
3. Listen for relevant information.
7. Categorize information.

Materials and Resources:

Building Blocks: An AIDS Curriculum Guide for Early Elementary Educators (teacher resource)
Poster board for chart (See Figure 2)
Markers

Procedure:

1. Have students review how communicable diseases are contracted by brainstorming the modes of transmission. **CHECKPOINT**
2. While students are brainstorming, chart those modes of transmission and an example of a disease for each mode. (HE)
3. Highlight the modes of transmission for the HIV/AIDS virus, if all the modes are not given, continue guided discussion.
4. Help students come to the realization that HIV/AIDS is difficult to contract for a third grader, but that it is a communicable disease.

Figure 2.

Ways to Catch a Disease

Mode of Transmission	Example of Disease

DAY 8 - Role Playing

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

1. The student will understand that HIV/AIDS is a serious disease.
2. The student will understand the difference between communicable and non-communicable diseases.
3. The student will understand the effects of the HIV/AIDS virus on the immune system.
4. The student will understand the modes of transmission of the HIV/AIDS virus.

Information Skills Objectives:

The student will:

1. Brainstorm.
3. Listen for relevant information.
5. Observe to gain information.
9. Present information orally.

Materials: Role Play Cards (see Figure 3)

Procedure:

1. Divide students into groups of 3–5 .
2. Hand out role play cards.
3. Give groups 10–15 minutes to brainstorm and then practice their role play.
4. Have students present their role play, allowing for questions from other students and teachers after each role play. **CHECKPOINT**

Figure 3.

ROLE PLAY SCENARIOS

Write these role play scenarios on oaktag and give one to each group.

1. WHAT: A new student comes into your school. This person has AIDS.
   WHO: A group of students, teacher
2. WHAT: Parents need to explain to their children that Uncle Ted has AIDS.
   WHO: Mom, Dad, children
3. WHAT: You heard the clerk at the grocery store had AIDS. Your mom sends you to the store.
   WHO: Mom, child, friend, clerk
4. WHAT: A cafeteria worker in your school dies of AIDS. One student tells about it.
   WHO: Students
5. WHAT: A very popular rock star has AIDS
   WHO: Students
6. WHAT: A woman who is having a baby has AIDS.
   WHO: Students

DAY 9 - ***Resource People***

Location: LMC or classroom

Instructors: LMG, HE, Classroom Teacher

Time: 40 minutes

Learning Objective:

5. The student will understand that there are resource people available to answer their questions.

Information Skills Objectives:

The student will:

1 Brainstorm.

3. Listen for relevant information.

6. Record information.

Materials: Health Resource People activity sheet. (Appendix C)

Procedure:

1. Have students brainstorm situations where they would need to find another resource person to answer their questions about HIV/AIDS.
2. Have students complete the Health Resource - People Activity Sheet **CHECKPOINT**
3. As this is the last session, allow time for open discussion or comments. If students seem reluctant to ask questions, encourage them to seek out one of the resource people they recorded on their recording device.

BIBLIOGRAPHY

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

BOOKS

Aiello, Barbara. *Friends For Life.* Twenty-First Century Books. 1988

American Red Cross. *Aunt Rita's Patient, A Story About AIDS.* American Red Cross. 1989.

American Red Cross. *Building Blocks: An AIDS Curriculum Guide For Early Elementary Educators.* American Red Cross. 1989.

Girard, Linda. *Alex, the Kid with AIDS.* Albert Whitman & Co. 1991.

Hausherr, Rosmarie. *Children and the AIDS Virus. A Book for Children, Parent, & Teachers.* Clarion Books. 1989.

Jordan, Mary Kate. *Losing Uncle Tim.* Albert Whitman & Co. 1989.

Koch, Janice. *AIDS: A Primer for Children.* Berrent Publishing. 1991.

Meeks, Linda et al. *Health: Focus on You.* Charles E. Merrill. 1984

My Name is Jonathan (and I have AIDS). Prickly Pear Publishing and Consulting Co.

New Hampshire Educators Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy. New Hampshire Department of Education. 1990.

Contact your local office of the American Red Cross to learn about resources that are available.

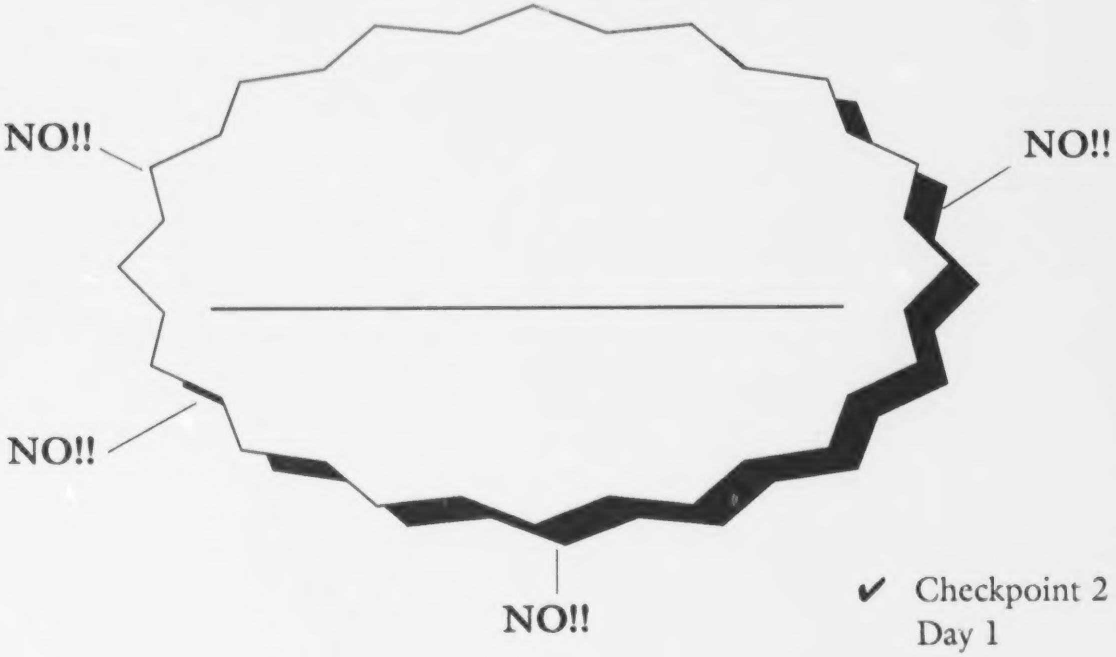
Copies of *Building Blocks* and other American Red Cross publications may be borrowed from the Department of Education by calling Jane Crump at 271-2831.

HIV/AIDS WORDS

Name: ______________________________

From the words on the "Graffiti Board" —

This word is not true about HIV/AIDS



✔ Checkpoint 2
Day 1

Two words that are true…

"Yes" ______________________________

"Yes" ______________________________

✔ Checkpoint 3
Day 1

KEY WORDS

Name: ______________________________

Write the name of the disease here.

____

Resource used ______________________________

Use resources to find key words about the disease. Write the words here…

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

✔ Checkpoint 1
Day 2

Is the disease communicable? ○

Check one

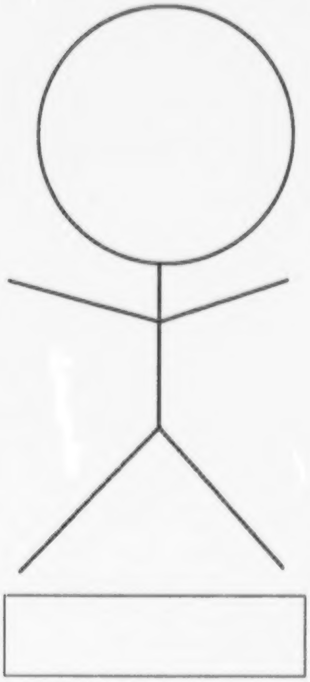
Is the disease non-communicable? ○

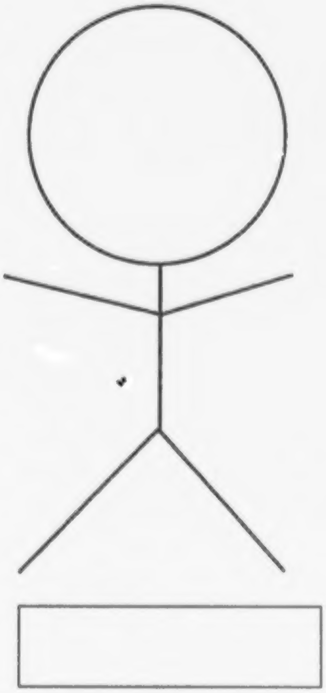
✔ Checkpoint 2
Day 2

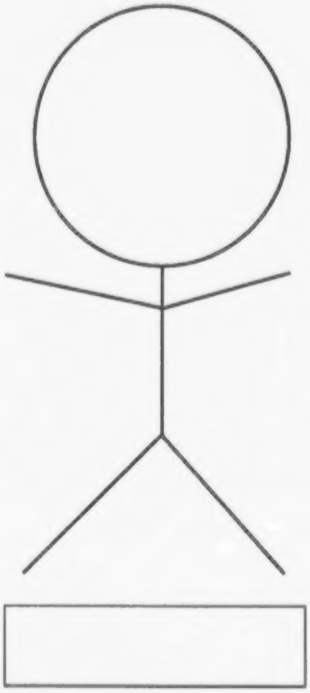
HEALTH RESOURCE PEOPLE

Name: ________________________________

Who can help me?







✔ Checkpoint 3
Day 9

WAKEFIELD SCHOOLS
RR #2, BOX 770
Taylor Way
Sanbornville, New Hampshire 03872

KATHERINE J. KRAMER, PRINCIPAL

October 22, 1991

Dear Parents:

During the month of November, we will be presenting as part of the third grade health, a unit on HIV/AIDS through resource based learning. Resource based learning incorporates research skills. We will be using the NH State HIV/AIDS Curriculum Guide.

The information to be covered is very simple, basic information which is appropriate for children this age. Regardless of their background, children this age have heard of AIDS and need to have clear, accurate facts presented to them, which address both their fears and misinformation about the topic.

Unfortunately, our children will be growing up in a world where AIDS is now a fact of life. We want to be sure that as they get older they will be safe from this disease. The curriculum we are using starts them in this direction by teaching simple concepts illustrating that we all need to be responsible for our own bodies and providing information about things we can do to protect ourselves from many diseases.

At third grade level we are hoping that students will be able to:

— Explain that AIDS is a disease that most often affects adults and rarely affects children.

— Explain that AIDS is a disease which is hard to contract and that you cannot contract it just from being near or touching someone who has it.

— Discuss the facts that scientists are working hard to find a way to stop people from getting AIDS, and to cure those who have it.

Students will be encouraged to talk with you about this important topic and you may expect them to have questions.

If we can be of any help to you regarding your questions and concerns or your child's questions or concerns, do not hesitate to call us. We are asking that you return the lower portion of this notice to indicate your preference.

Most sincerely,

Janice Stanley, RN Health Educator
Cathy Koukal, Media Specialist

✂ -

I do give permission for my child to participate in this unit. ☐

I do not give permission for my child to participate in this unit. ☐

Parent Signature ______________________________

EVALUATION/TRACKING

(Use with Student Tracking Form - Appendix E^2)

Track each student during the activity at specified checkpoints according to the following scale:

3 - Actively and appropriately participated; works independently and needs minimal teacher direction.

2 - Participated to some extent; needs some teacher direction or assistance.

1 - Did not participate; needs direct teacher intervention.

CHECKPOINTS:

DAY 1 – Graffiti Board
✓ 1. Brainstorming
✓ 2. Activity Sheet - HIV/AIDS Words - Not True.
✓ 3. Activity Sheet - HIV/AIDS Words - True.

DAY 2 – Communicable versus non-communicable Disease
✓ Activity Sheet - Key Words 3
✓ Activity Sheet - Communicable or non-communicable

DAY 3 – Continuation
✓ Oral presentation for chart

DAY 4 – Immune System
✓ Skimming/ recording skills
✓ Illustration

DAY 5 – Collage
✓ Participation, selection of pictures

DAY 6 – Continue Collage
✓ Oral presentation of collage

DAY 7 – Modes of Transmission
✓ Charting skills

DAY 8 – Active Role Play
✓ Participation is appropriate; shows information

DAY 9 – Resource People
✓ Brainstorming
✓ Health Resource People Activity Sheet

STUDENT TRACKING FORM

Use with Evaluation Tracking sheet - Appendix E[1]

Task	Day 1			Day 2		Day 3	Day 4		Day 5	Day 6	Day 7	Day 8	Day 9	
Student Name	Brainstorming	Activity Sheet "No Words"	Activity Sheet "Yes Words"	Activity Sheet Key Words	Activity Sheet Categorize	Oral (chart) Presentation	Skimming/ Recording	Illustration	Participation Select pictures	Oral (collage) Presentation	Charting Skills	Participation	Brainstorming	Activity Sheet Health Resource People

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT E-3

Germs Make Us Sick

Marilyn Butt, M.Ed., *Fourth Grade Teacher*
Barbara Young, *Library Media Generalist*
Epping Elementary School
Epping, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT E-3

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⁂

Marilyn Butt, M.Ed., *Fourth Grade Teacher*
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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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Germs Make Us Sick

AUTHORS:
Marilyn Butt, M.Ed., Fourth Grade Teacher
Barbara Young, Library Media Generalist

Epping Elementary School
Prospect Street
Epping, NH 03042
(603) 679-8018

GRADE LEVEL: Fourth

TIME PERIOD: Five 45 minute lessons

OVERVIEW:

In this unit students explore the presence of germs in the human body, the immune system's response abilities and germ avoidance behaviors. Students learn that HIV/AIDS virus has very specific means of passage from one person to another and come to understand the fatal nature of the disease by its attack and destruction of the immune system. They learn that there is no cure.

One of the learning activities in this unit is a play performed by the students. The play has seemed to have left a lasting impression on many of the children who have participated in it in the field testing of the unit.

Students will be asked to read at a 4th grade level, use a table of contents, index, graphs, diagrams, captions, and encyclopedia.

UNIT GOAL:

The student will demonstrate an understanding of the behavior of bacterial and viral germ infection, including HIV/AIDS, and learn behavior techniques which maintain good health. (Based on *New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 1-4, Student Outcome 4)

UNIT OBJECTIVES: The student will:

1. Define the word "germ".
2. Identify the two types of germs by their physical features and by diseases they manifest.
3. Understand how germs are spread, how they multiply once in the body, and how they are controlled with hygiene.
4. Understand immunity and vaccination control of disease and the benefits of good hygiene.
5. Define the characteristics of the HIV/ AIDS virus, learn of ways it is contracted and understand there is no cure.

INFORMATION SKILLS FOCUS: The student will:

Brainstorm
Use key words
Listen and view for information
Use indexes
Classify information
Compare and contrast information
Process information through participating in a play

LESSON 1 - Germ Video/Key Words

Time: 45 minutes

Instructor: Classroom teacher or Library Media Generalist

Location: Classroom

Learning Objective: The student will define the word "germ."

Information Skills: The student will:

1. Listen and view for information.
2. Use key words.

Resources:

Video: "Germs Make Me Sick" by Melvin Berger; Harper Trophy, 1986.
Key Word Recording sheet (Appendix A)
Teacher Master Tracking Chart (Appendix F)

Procedure:

1. Introduce this as the first of a five part unit in which the students will learn about germs. Before showing the video have the students guess what a germ might look like, what size they might be, and what color. Accept all answers.
2. Before showing the video, tell students that they will be asked to remember some information about germs.
3. Show video: "Germs Make Me Sick."
4. After the video, hand out a copy of the recording paper to each student. Draw their attention to the key word cues at the bottom of the germ. Tell them that these are to help them remember key words from the movie.
5. Students are checked by the teacher or LMG when they have written three key words.
6. Students use the three key words to write a complete sentence which defines a germ. This should include that they are microscopic, alive, and are found everywhere. Record the points earned for each student on the recording paper and collect them to save for a final book project.

Evaluation:

The student will accurately record a definition of a germ in his/her own words and in a complete sentence. The paper will be checked by the teacher after the student records three characteristic key words. The paper will be rated after the student writes a definition accordingly: 3 points for a complete and correct definition; 2 points for assistance needed; 1 point for incomplete work.

LESSON 2 - Germ Research/Compare & Contrast

Time: 45 minutes

Instructor: Library Media Generalist/Classroom Teacher

Location: Library Media Center

Learning Objective: The student will identify the two types of germs by their physical features and by diseases they manifest.

Information Skills Objectives: The student will:
1. Use indexes.
2. Compare and contrast information.

Resources:
Various books on germs, health, and the body. (See Bibliography)
Germs Worksheet (Appendix B)

Teacher Notes: *The Library Media Generalist should become familiar with the Germs Worksheet and the information that is to be learned. Before class the resources should be placed on several tables in an assortment of content difficulty and specification of information. (Some books are more specific with the content than others.) Make a copy of the Germs Worksheet for each student.*

Procedure:
1. Tell the students that they will be learning more about germs. They will learn that there are two types of germs: bacteria and virus, and what makes them different.
2. Remind the students about the use of an index to locate key words and inform them that they will have resources available to look for information.
3. Hand out the Germs Worksheet and read the title and instructions out loud. Read the words written in each of the 'germs' on the page, and make reference to the 'Points Earned' notations on the right side of the page. Read the rate scale out loud.
4. Direct the students to the resources in the library and allow them about 35 minutes to read and record the information. They may discuss their progress with each other and share their findings.
5. When their worksheets are complete the LMG or the teacher rates each page according to the rate scale.
6. Collect each page, record the points earned for each student on the teacher's master copy, and save them for a final book project.

Evaluation:
The student will successfully complete a prepared worksheet which compares and contrasts bacteria and virus germs' identifying characteristics. The paper will be rated: 3 points for complete and correct paper; 2 points for assistance needed; 1 point for incomplete work.

LESSON 3 - Germs/Classification

Time: 45 minutes

Instructor: Classroom Teacher

Location: Classroom

Learning Objective:

The student will understand how germs are spread, how they multiply once in the body, and how they are controlled with hygiene.

Information Skills Objective: The student will:

1. Classify information.
2. Use charts.

Resources:

Student's Germ Worksheet from Lesson 2
Key Word Cards (Appendix C)
Various books on health and hygiene. (See Bibliography)

***Teacher Notes**: The resource books should be placed for easy access on a counter or large table in the classroom. Books are clipped open to pages showing specific information about diseases. (Health and Hygiene pages 32 and 33, and an encyclopedia will have ample information.)*

Prepare a bulletin board with a large blob for a bacteria, and a cluster of small blobs for a virus. Label the board GERMS and leave a space around the two 'germs.'

Procedure: Teaching Strategies/Learning Activity

1. In this activity the students will use some of the information they found for Lesson 2 and some new information that they will locate in resources today to categorize specific diseases and characteristics of germs.
2. Each student will work with a partner. Hand out two 'key word cards' to each team. Their task will be to use the resources available to them to decide where on the bulletin to place the card. Give the students about ten minutes to make their decision, and then sit down. For those key words which relate to both virus and bacteria, instruct the students to place the cards between the two.
3. When all students are seated have each pair of students come up in turn to place their cards on the bulletin board and explain to the class why they chose that location.

Evaluation:

The student will correctly place a prepared information card in the appropriate place on a prepared bulletin board to show proper classification of a germ or the characteristic of a germ. The student will be rated: 3 points for correct placement of card; 2 points for assistance needed; 1 point for incomplete work. The students will work with a partner.

LESSON 4 - Immune System/Play

Time: 45 Minutes

Instructor: Teacher and Library Media Generalist

Location: Classroom

Learning Objective:
The student will understand immunity and vaccination control of disease, and the benefits of good hygiene.

Information Skills Objective: The student will:

1. Listen for information.
2. Process information through participation in a class play.

Resources:
5 copies of the play (Appendix D)
props (see play)

Teacher Notes: *Review the play ahead of time and be sure all the props are accounted for. Push desks aside so there a large area to move around. Passing the props out quickly will leave ample time for the play to be run through twice. By participating in the various roles in the play, students learn that washing hands is effective in removing germs i.e., that germs enter our body through mouth, food, eyes, ears, nose, and are transferred by contact or air. Students learn about white blood cells' ability to control germs, and the making of antibodies. They learn how antibodies kill germs. They learn that the AIDS virus destroys this wonderful immune system, and that AIDS is transferred by something called "body fluids" although they are not told what body fluids are. They are left with a message at the end of the play that they need to learn more about body fluids so they can be safe from contracting AIDS.*

Procedure:

1. Hand out the play props and scripts. The LMG is the Narrator in the play and the teacher is the 'director.' The teacher assures that the students move in and out of center stage at the appropriate times.
2. Students perform the play twice. The second time the entire cast is restructured so that each student plays a different part than before.
3. Students are rated: 3 points for participation; 0 points for not participating. (Any student asked to leave the room for inappropriate behavior will receive 0 points)
4. Points earned will be recorded on the teacher's master copy.

Evaluation:
The student will actively participate in the class play and assume several roles as determined by the teacher. The student will be rated: 3 points for participation; 0 points. for no participation.

LESSON 5 - HIV/AIDS Virus/Discussion

Time: 45 minutes

Instructor: Classroom Teacher

Location: Classroom

Learning Objective:
The student will define the characteristics of the HIV/AIDS virus, learn of ways it is contracted and understand there is no cure.

Information Skills: The student will:
1. Listen for information.
2. Brainstorm.

Resources:
Know About AIDS, by M. Hyde and E. Forsyth
Body Fluids and HIV/AIDS Worksheet (Appendix E)

Teacher Notes: *This is a sensitive subject and may directly effect some students. It is prudent to begin the lesson by telling the students that you will be discussing a sensitive subject and privacy must be maintained. Students should use the phrase "somebody I know" in place of naming that person or that person's relationship to the student. Students should feel free to pass and not comment for any reason.*

Procedure:
1. Teacher reads the book: Know About AIDS, by Margaret Hyde and Elizabeth Forsyth, to the class.
2. Remind the class of the play: "Everywhere" from Lesson 4, and that in the play the AIDS virus was passed from one person to another by body fluids.
3. Brainstorm with the students to list all the kinds of body fluids they can. Tell them that body fluids are the liquids found in the body. (blood, mucus, water, sweat, saliva, tears, urine, for example)
4. Brainstorm again to think of ways these body fluids can be passed from one person to another. (ear piercing, dental tools, lost tooth, cuts, bloody nose, sneezing, coughing, blood brothers, crying, passing urine, sweating, spitting, runny nose, needles, transfusions)
5. Systematically cross out those ways of passing body fluids that have not been known to pass the AIDS virus. (sneezing, coughing, crying, passing urine, sweating, runny nose) That will leave blood loss situations. Tell the students that if blood with the AIDS virus gets on you, it must be mixed with your blood or body fluids to pass the virus on. It is also passed through sexual activity.
6. Tell the students: If someone has AIDS and their blood comes in contact with your blood you are at a great risk of getting AIDS. And, as the play, "Everywhere" showed us, AIDS is not a disease like the measles or polio. It destroys the immune system that gives us the ability to fight those other diseases. Once the immune system is damaged, other diseases are able to take over and will eventually kill the person with AIDS. There is no cure. Now, let's finish our book.

7. Leave the brainstorm notes on the chalkboard. Hand out one Body Fluids Worksheet to each student. On the worksheet are areas for the student to write a complete sentence defining what body fluids are; a complete sentence defining three ways body fluids are passed between people; a sentence telling the ways AIDS is passed between people; a sentence about the cure of AIDS; and a personal statement about how the student will protect himself from AIDS.
8. Hand back the recording page from Lesson 1, and the worksheets from Lesson 2. Have the student staple the three pages together in order to make a 'book' about germs.
9. You may want to leave some time at the end of this lesson, or at some other time to answer any questions the students may have. Also, leave the book, Know About AIDS available for individual reading.

Evaluation:

The student will correctly complete worksheet to define body fluids, identify three or more ways body fluids are shared between individuals, and write three sentences about AIDS which describe how AIDS is transferred, the absence of a cure for AIDS, and a personal statement about self protection from AIDS. The student will be rated: 3 points for correct completion of matrix; 2 points for assistance needed; and 1 point for incomplete work.

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The following bibliography represents the resources we used at the time of writing. Use the most current materials you can locate.

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You and Your Body. (Let's Discover series). Raintree, 1986.

NON-PRINT

Berger, Melvin. Germs Make Me Sick, (VHS video) Great Plains

UNIT CALENDAR

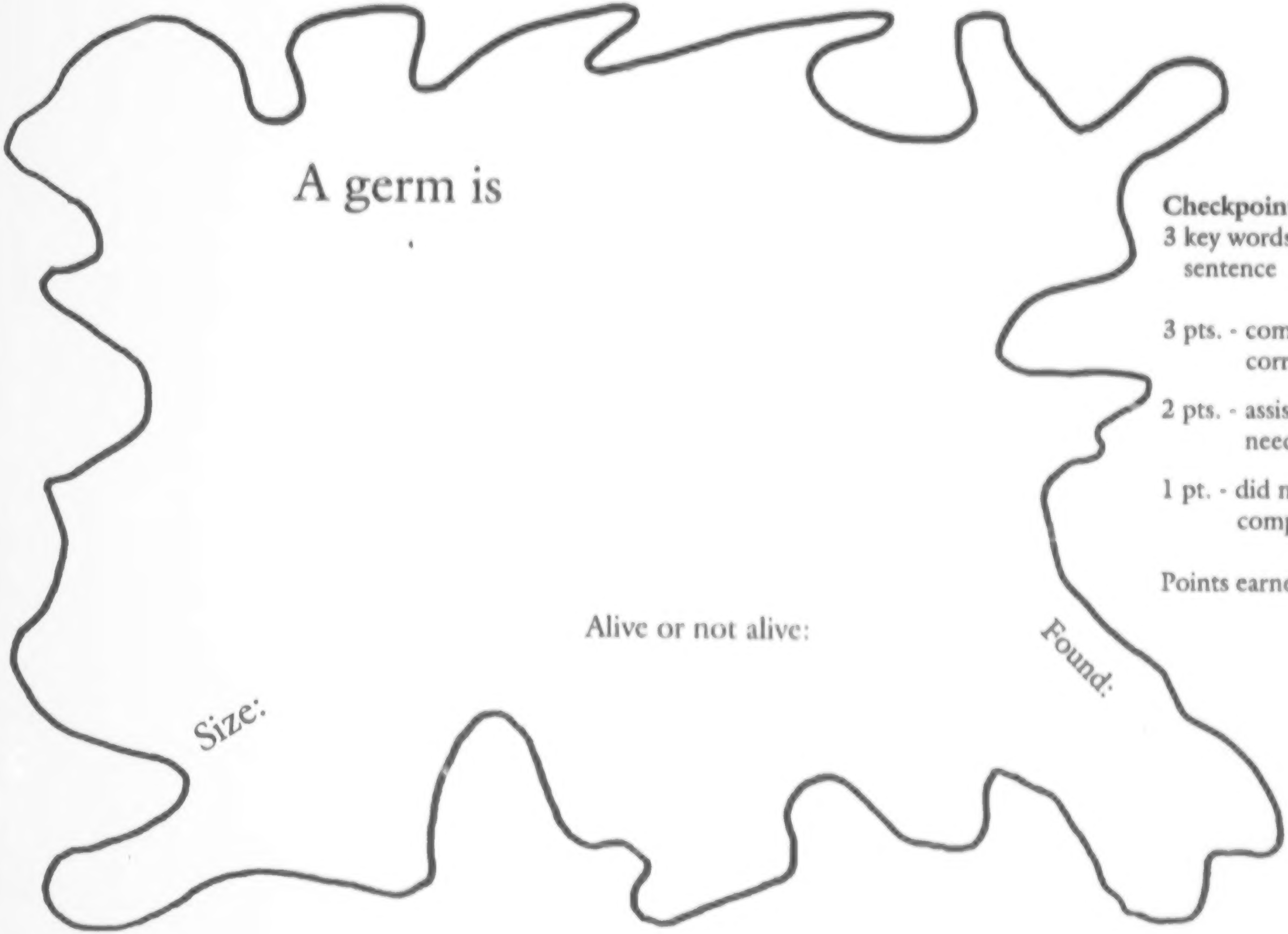
Lesson 1: Germ Video/Key Words Teacher Classroom 45 minutes Unit Objective #1 Information Skills: Listening, observing, key words, writing	5 minutes - Introduce video. 25 minutes - Show video: "Germs Make Me Sick." 15 minutes - Write key words. Write a definition of germ.
Lesson 2: Germ Research/Compare/Contrast LMG/Teacher Library Media Center 45 minutes Unit Objective #2 Information Skills: Read resource; find key words; use index; record on worksheet	5 minutes - Introduce lesson 40 minutes - In Library Media Center use resource materials to complete worksheet
Lesson 3: Germs/Classification Teacher Classroom 45 minutes Unit Objective #3 Information Skills: Read resource; read chart/graph, classify; categorize	10 minutes - Hand out cards with info re: germs. Students need to decide how to classify information. They may use resources. 35 minutes - Each team places cards on bulletin board in turn while class watches and participates.
Lesson 4: Immune System/Play LMG/Teacher Classroom 45 minutes Unit Objective #4 Information Skills: Read; listen; observe; act (participate in play)	10 minutes - Hand out props and parts. 15 minutes - Run play. 5 minutes - Give parts to different students. 15 minutes - Rerun play.
Lesson 5: HIV/AIDS Teacher Classroom 45 minutes Unit Objective #5 Information Skills: Listen; brainstorm; write definition; use key words; write personal statement	5 minutes - Introduction 7 minutes - Read book. 33 minutes - Brainstorm re: body fluids and passing body fluids. Complete worksheet.

Germs Make Me Sick - Lesson 1

RECORDING SHEET

Name: ____________________

Write three key words about germs. Write a sentence using the key words



A germ is

Size:

Alive or not alive:

Found:

Checkpoint
3 key words
sentence

3 pts. - completed correctly

2 pts. - assistance needed

1 pt. - did not complete

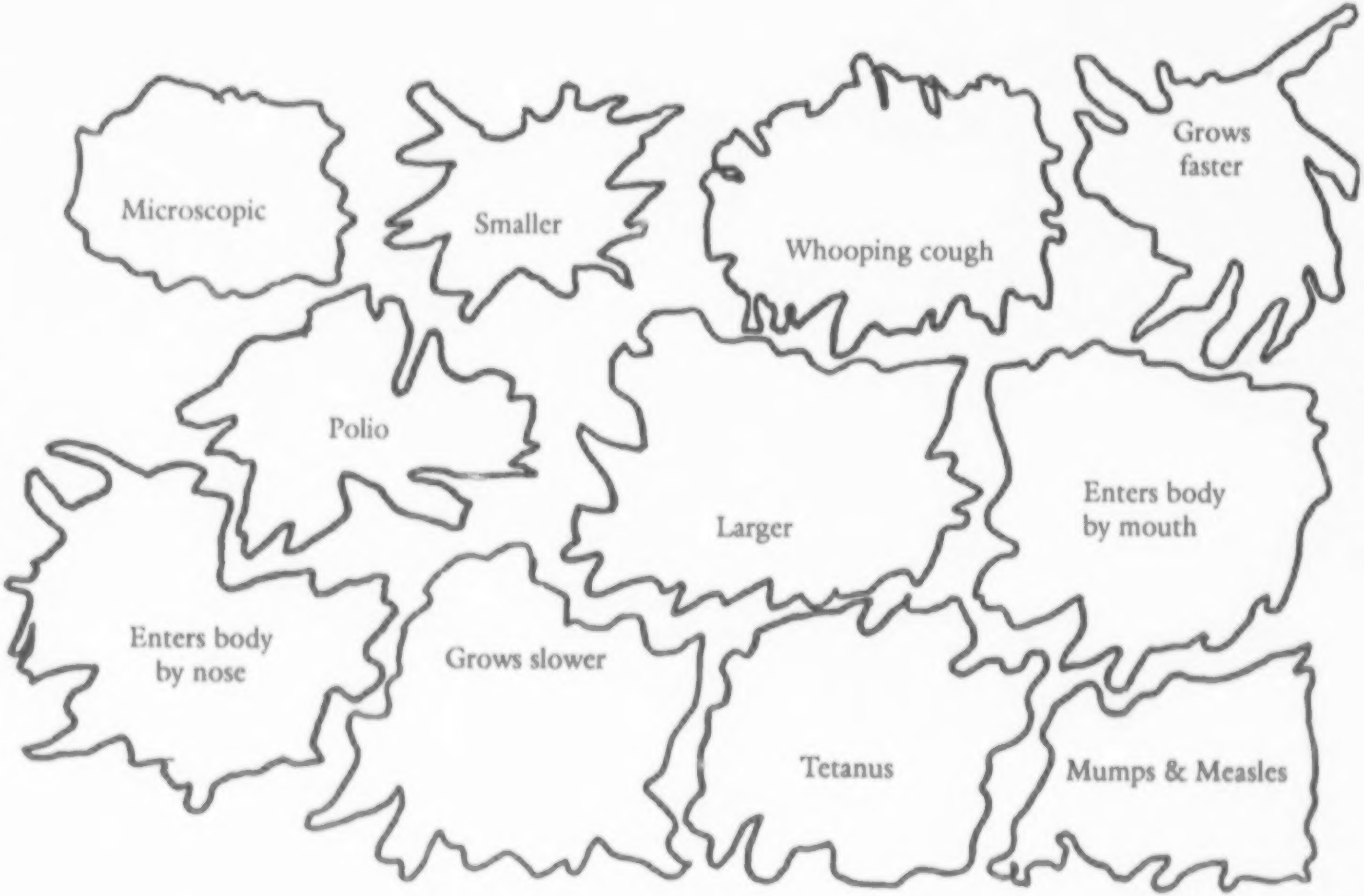
Points earned _____

Germs Make Me Sick - Lesson 2

GERMS WORKSHEET
Types of Germs

Name: ____________________

Using the clues found within each germ, write whether each is a **bacteria** or **virus** or **both** on the germs.



CHECKPOINT

Criteria

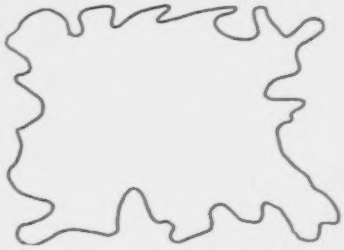
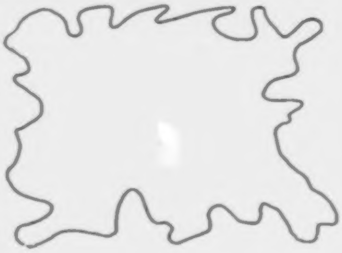
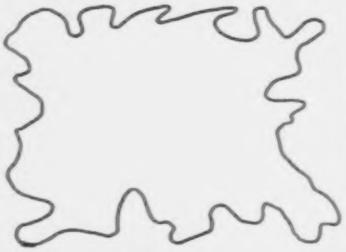
3 pts. - completed correctly

2 pts. - assistance needed

1 pt. - did not complete

Points earned ____

KEY WORD CARDS
Germs Make Us Sick - Lesson 3

Directions: ① To create the cards, copy this sheet on card stock and cut out the squares. Within each "germ" write the name of a disease or the comparative characteristic of a virus or a bacteria. Examples: scarlet fever, common cold, polio, tetanus, measles, pneumonia, tuberculosis,	(Directions continued -) ② influenza, diptheria, mumps, malaria, chicken pox, spread by hands, spread by coughing, spread by sneezing, spread by eating, microscopic, grows smaller, grows faster, smaller, larger, etc. (See Lesson 3 for instructions on how to use these cards.)	
		
		

EVERYWHERE

A play by Barbara Young

CHARACTERS:

Speaking Parts

NARRATOR (Classroom teacher or Library Media Generalist)
WHITEY
ANTI KILLER
5 AIDS VIRUS CELLS

GROUP 1 (half of class)
GROUP 2 (half of class)

Non-speaking Parts

BACTERIA
VIRUS
MEASLES (Strong Measles cell)
WEAK DIPHTHERIA CELLS - 3 more or less depending on size of class
"K" KILLER CELLS - 3 more or less depending on size of class
DOCTOR
"A" ANTIBODY CELLS - 3 more or less depending on size of cl
"W" WHITE CELLS - 3 more or less depending on size of cl

Support Prop Parts:

GROUP 1 LEADER
GROUP 2 LEADER
SIGN HOLDER

For smaller classes some of the characters can be doubled up.

PROPS

Signs for Sign Holder

BACTERIA
VIRUS
APPLAUSE
ANTIBODY
IS THERE NO ONE WHO CAN SAVE US?

Pictures of Bacteria Cells

Round
Rod Shaped
Spiral

Pictures of Virus Cells

Ball with spikes
Loaf of Bread shape
Tadpole shape
Metal Screw with Legs shape

Cue Cards for GROUP LEADER 1

GROUP 1

(put number and word on one side with black marker, word alone on the other)

1. EVERYWHERE
2. ON YOUR HANDS
3. ON YOUR HANDS
4. ON YOUR HANDS
5. ON YOUR HANDS
6. THEY GET IN OUR BODY THROUGH A CUT
7. I THINK I'LL GO WASH MY HANDS
8. EVERYWHERE?
9. ON WHAT YOU TOUCHED?
10. IN THE AIR?
11. ON YOUR FOOD?
12. FROM A HUG?
13. FROM A HANDSHAKE?
14. THEN WHERE?
15. BODY FLUIDS?
16. NOT ON MY HANDS?
17. THEY'RE NOT IN THE AIR?
18. I GUESS WE'D BETTER BE STILL

Cue cards for GROUP LEADER 2

GROUP 2

(put number and word on one side with red marker, word alone on the other)

1. EVERYWHERE
2. ON WHAT YOU TOUCH
3. IN THE AIR
4. IN YOUR FOOD
5. YOU BREATHE THEM, YOU EAT THEM
6. THEY'RE ON YOUR HANDS
7. IS THERE NO ONE WHO CAN SAVE US?
8. NO
9. NO
10. NO
11. NO
12. NO
13. NO
14. BODY FLUIDS
15. BODY FLUIDS
16. NOT ON YOUR HANDS
17. NOT IN THE AIR
18. AND LEARN ABOUT BODY FLUIDS

Name cards (To be attached to shirt or hung on a string around neck with yarn)

B	(large capital "B" for Bacteria cell)
V	(large capital "V" for Virus cell)
W	(large capital W for Whitey. Paste script on back)
w	(small lower case "w "for white blood cells.) 3 more or less depending on size of class.

A (large capital "A" for Anti. Paste script on back)
a (small lower case "a" for antibody white blood cells) 3 (can be more or less)
K (large capital "K" for Killer. Paste script on back)
k (small lower case "k" for killer white blood cells.) 3 (can be more or less)
MEASLES (Strong measles cell)
measles on one side/ **diphtheria** on flip side (weak cells) 3 (can be more or less)
AIDS (AIDS cells) 5 more or less

Cards for each child. One side has the word VIRUS on it. The other side has a number on it:

1 card - 1
2 cards - 2
4 cards - 3
8 cards- 4
remainder 5

oversized hypodermic needle made out of paper

5 copies of script for Narrator, Group Leaders, and Sign Holder

EVERYWHERE

A play by Barbara Young

SCRIPT

PROCEDURE:
Split the class into two even grojps so that everyone is in either Group 1 or Group 2. Randomly hand out the pictures of different shaped germs. Hand out the "Number/VIR US" cards to students randomly until all the cards are handed out. Tell the class that they will be asked to show their pictures or read a card at particular times througout the play. DO NOT GIVE ANY OF THESE PROPS TO THE SIGN HOLDER OR THE GROUP LEADERS.

Hand out cue cards to group leaders, signs to Sign Holder, and scripts to both. Have the Sign Holder and Group Leaders positioned at the front of the room with their props.

NARRATOR: Today we are going to talk about germs. Not just any germs. Today we are going to talk about the ones that make you sick: bacteria and viruses.

(Point to Sign Holder who holds up the BACTERIA and VIRUS signs.)

NARRATOR: Germs are microscopic. That means they can be seen only with a microscope. In fact, a thousand bacteria could fit on my finger...or yours (points at children)..**or yours** (points at other children). **A virus is smaller. 10,000 of them could fit on the head of a pin.**

NARRATOR: Bacteria are round.

(Student holds up round shaped bacteria card while narrator points.)

NARRATOR: Some are shaped like rods.

(Student holds up rod shaped bacteria card while narrator points.)

NARRATOR: And some are spiral.

(Student holds up spiral shaped bacteria card while narrator points.)

NARRATOR: A virus could look like a ball with spikes.

(Student holds up ball shaped card.)

NARRATOR: Some look like loaves of bread.

(Student holds up loaf shaped virus card.)

NARRATOR: And some look like metal screws with legs.

(Student holds up screw shaped virus card).

(Two Group Leaders stand at the front of the class. Group Leader 1 has seven black cue cards; Group Leader 2 has seven red cue cards. The Group Leaders hold up the appropriate cue card in turn so that students can recite.)

NARRATOR: And where are these germs?

GROUP 1: Everywhere!

GROUP 2: Everywhere!

GROUP 1: On your hands.

GROUP 2: On what you touch.

GROUP 1: On your hands.

GROUP 2: In the air.

GROUP 1: On your hands.

GROUP 2: In your food.

GROUP 1: On your hands.

GROUP 2: You breath them, you eat them.

GROUP 1: They get in our body through a cut.

GROUP 2: They're on your hands.

GROUP 1: I think I'll go wash my hands.

NARRATOR: Question: What happens when bacteria gets inside your body?

(Motion for the child wearing "B" on his shirt to come forward.)

NARRATOR: (now giving directions to students, change tone)
Bacteria, front and center. We can see how bacteria multiply by doing this simple exercise. You have a card in front of you with a number on it. When I call your number stand up.

(Pause)

NARRATOR: Here come the bacteria.
(Direct child with "B" to the middle of the group. Children will stand as you call out their numbers.)

NARRATOR: 1....2....3....4.....5 (pause) You may be seated.

NARRATOR: Who can tell me what happened?
(Allow the children to discuss with you how the multiplication happened.)

NARRATOR: So, we can see that bacteria will multiply by doubling itself over . One split to two, two split to four, four split to eight, eight split to sixteen, sixteen split to thirty-two....and so on.

Everybody sit down and let's do it again. Stand up as I call your numbers:

1....2....3....4....... (students stand up) **...and now you may be seated.
Thank you, bacteria.** ("B" sits down.)

NARRATOR: Now what about a virus? Mr. V, it's your turn.

(Motion for child with "V" on shirt to come forward.)

NARRATOR: Let's see how a virus invades the body.

(change tone as directions are give to the students)
NARRATOR: Turn your numbers over. If you have the word"virus" on your card, listen for me to say "BOOM", then stand up. Don't forget to wait until I say "BOOM."

NARRATOR: First a virus gets into your body.
(Mr. V goes to center of audience.)

NARRATOR: Then he forces his way into a cell.
(Motion Mr. V to go back to his chair.)

NARRATOR: Then, BOOM (everyone stands up on cue) **the cell is destroyed and hundreds of virus cells are there ready to invade more cells.**

NARRATOR: Thank you. Everybody sit down. Can you tell us what happened? (change tone while discussing what happened)

NARRATOR: Now let's do it again.
(Repeat the entrance of Mr. V and say BOOM.)

NARRATOR: Thank you. Sit down.

(Group Leader 2 holds up cue card.)

GROUP 2: Is there no one who can save us? (in voices of despair)

NARRATOR: May I introduce Whitey. (Motion for Whitey to come forward.)

(Sign Holder shows APPLAUSE card.)

WHITEY: I am a white blood cell. My job is to protect you from germs that make your sick. I can do it in lots of ways. When germs get in your body, we white cells surround them and kill them. White cells, please stand.

(Sign Holder holds APPLAUSE card)

WHITEY: Thank you, be seated.

NARRATOR: And where are these germs?

(Group 1 leader has cue cards 1-7 and Group 2 leader has cards 1-6 ready)

GROUP 1 Everywhere!

GROUP 2: Everywhere!

GROUP 1: On your hands.

GROUP 2: On what you touch.

GROUP 1: On your hands.

GROUP 2: In the air.

GROUP 1: On your hands.

GROUP 2. In your food.

GROUP 1: On your hands.

GROUP 2: You breath them, you eat them.

GROUP 1: They get in our body through a cut.

GROUP 2: They're on your hands.

GROUP 1: I think I'll go wash my hands.

WHITEY: As I was saying before I was interrupted...I can protect you from germs in lots of ways. When germs get in your body, we white cells attack the germs, surround them, and then we kill them.

NARRATOR: And, theres another member of the attack force. Here's Anti!

(Motion for Anti to come forward.)

(Sign Holder shows APPLAUSE sign.)

ANTI: Hi! I'm Anti. Let me tell you about another way we protect you. Picture this: The germs are sneaking in. They're getting ready to attack. They think we don't know it, but we do because they give off chemicals.

NARRATOR: Well, that's right Anti. But I heard you can make special chemicals too. You set to work and figure out what you need to stop their chemicals that make you sick. Then you send out your chemicals called antibodies to stop them.

(Sign Holder holds up ANTIBODIES)

ANTI: After that, when those kind of germs comeback we can zap them fast because we never forget how to stop that kind again. Stand "A's."

(Sign Holder shows APPLAUSE sign.)

ANTI: Thanks "A's", you may be seated.

NARRATOR: Wait a minute! May I have a word here?

WHITEY and ANTI: Yes.

NARRATOR: It sounds like what you are telling us is in order for you to protect us from certain dangerous germs, the germs have to get into our body. Then while you try to figure out how to get rid of them, we're getting sicker and sicker and sicker and... There's got to be a better way!

WHITEY: Now that you've mentioned it, YES. That's the next way you are protected from germs...

(Motion for doctor with needle, three weak diphtheria germs, and three "A" cells to come forward.)

NARRATOR: This is how you get immunized – that's when you get a shot to keep you from getting sick. Here's the good doctor with his needle. In the needle are weakling diphtheria germs. He gives you the shot and the antibodies kill them.

(Students act out shot, diphtheria germs move slowly away from doctor's needle and the and the"A" cells touch the diphtheria germs on the shoulders. The germs fall dead.)

NARRATOR: Anti can decode their chemicals and kill them fast. And Anti never forgets. So, next time, even if a strong diphtheria germ gets in your body, the antibodies will be ready. Thank you, Anti, and your antibodies.

(Sign Holder shows APPLAUSE sign.)

NARRATOR: Now you know how your body can fight off a bacterial desease. But, what do you suppose happens when those diseases are caused by a virus rather than a bacteria?

(Motion for Killer to come forward.)

KILLER: We can take care of some virus germs, like the measles or mumps or even polio. We can make antibodies.

(Sign Holder shows ANTIBODIES card.)

NARRATOR: So you're saying that we can take a weak virus, put it in a shot, and you can figure out what chemical will stop it?

KILLER: That's right. Watch this.

(Motion for 3 measle germs to get behind the doctor. Motion for 3 killer cells to come forward. Repeat shot procedure. Killer cells touch measle germs in the shoulder and they fall dead.)

(Sign Holder shows APPLAUSE card.)

NARRATOR: If another one of those germs got a shot or gets in your body again, they will zap them and you'll never feel sick from those germs again. Those killer cells will never forget those germs.

(Large measle germ sneaks by Killer.)

KILLER: AHAH!!! (Points to a strong measle germ that has entered and runs off after him.)

NARRATOR: And where are these germs?

(Group 1 leader has cue cards 1-7 and Group 2 leader has cards 1-6 ready)

GROUP 1 Everywhere!

GROUP 2: Everywhere!

GROUP 1: On your hands.

GROUP 2: On what you touch.

GROUP 1: On your hands.

GROUP 2: In the air.

GROUP 1: On your hands.

GROUP 2. In your food.

GROUP 1: On your hands.

GROUP 2: You breath them, you eat them.

GROUP 1: They get in our body through a cut.

GROUP 2: They're on your hands.

GROUP 1: I think I'll go wash my hands.

(The 5 AIDS virus germs are standing behind a large cell off to one side.)

NARRATOR: So get your shots. Help Killer stop the virus germs. Help Anti with the bacteria germs. Then your immune system will always be there ready to attack. (As the Narrator says this speaking Killer, Whitey, and Anti come to the front. Narrator notices the cluster of AIDS viruses. They jump out of "cell" and touch Killer, Whitey, and Anti who fall dead.

NARRATOR: Stop, stop!! What are you doing?

AIDS VIRUS: We are the AIDS virus. Don't worry...we don't cause any disease. We just attack and kill the IMMUNE SYSTEM.

NARRATOR: But if the immune system isn't working, then how are we going to fight off diseases?

(Speaking slowly) Wait a minute...where did the AIDS virus come from?

(Cue cards: Group 1, Black 8-18/ Group 2, Red 8-18)

GROUP 1: Everywhere?

GROUP 2: No.

GROUP 1: In the air?

GROUP 2: No.

GROUP 1: On your food?

GROUP 2: No.

GROUP 1: From a hug?

GROUP 2: No.

GROUP 1: From a handshake?

GROUP 2: No.

GROUP 1: Then where?

GROUP 2: Body fluids.

GROUP 1: Body fluids?

GROUP 2: Body fluids.

GROUP 1: Not on my hands?

GROUP 2: Not on your hands.

GROUP 1: They're not in the air?

GROUP 2: Not in the air.

GROUP 1: I guess we'd better be still..

GROUP 2: And learn about body fluids.

Germs Make Us Sick - Lesson 5

BODY FLUIDS and HIV/AIDS

Name: _

Complete each of the sentences in the boxes.

Examples of body fluids are

Body fluids are shared when

AIDS is passed between people by

The cure of AIDS is

I won't get AIDS because

CHECKPOINT

3 pts. - completed correctly

2 pts. - assistance needed

1 pt. - did not complete

Points earned ____

TEACHER MASTER TRACKING CHART

Criteria 3 = Completed correctly 2 = Assistance needed 1 = Did not complete

Lesson	1	2	3	4	5	Total
Name of Student	Key Words	Research Key Words	Classification	Play	Sentence Completion	

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT EM-1

The Big "D"

◆

Ann Bradley, *Nurse Educator*
Jean Keene, *Library Media Generalist*
Judy Williams, *Fifth Grade Teacher*
Bernice A. Ray School
Hanover, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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The Big "D"

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GRADE LEVEL: Fifth grade

SIZE OF GROUP: 74 (3 sections)

TIME PERIOD: 12 consecutive days (50 minutes)

OVERVIEW:

Our fifth grade students, working in teams of two, completed a resource-based investigation of one communicable or non-communicable disease. Students selected a disease from a list of preselected diseases which included common childhood illnesses as well as many which the students might have been made aware of through the media. After choosing their disease and posing questions, they researched the historical, the social, and the physical aspects of their disease. Research was then shared with their classmates through a visual display accompanied by an oral presentation. Each disease was classified as communicable or non-communicable by class vote after the presentations. Next, our students took a closer look at HIV/AIDS, the number one global health threat, when a panel of experts was invited to our school.

As a result of this shared learning experience, our students began to put the AIDS epidemic in some perspective and began to understand the consequences of their own actions and behaviors in order to minimize and/or avoid health risks.

Previous Conceptual Knowledge Assumed:

- Understanding of a cell
- Understanding of the term communicable
- Knowledge of human body systems
- Current year knowledge of human reproductive system

Previous Information Skills Assumed:

- Experience in cooperative learning groups
- Brainstorming
- Using indexes
- Recording bibliographic information
- Notetaking
- Generating categories
- Categorizing facts

UNIT GOAL:

The student will have an understanding of disease and be able to identify personal health practices that help maintain the body and promote overall wellness. (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 5-6, Student Outcomes 2 and 5).

UNIT LEARNING OBJECTIVES:

1. The student will be able to define disease. (Grades 5-6, Outcome 2 related)
2. The student will be able to differentiate between communicable and non-communicable diseases. (Grades 5-6, Outcome 2, Indicator 1)
3. The student will be able to explain that communicable diseases have different modes of transmission. (Grades 5-6, Outcome 2, Indicator 2)
4. The student will be able to describe the nature of the HIV virus including ways in which HIV is and is not transmitted and those behaviors that put one at risk. (Grades 5-6, Outcome 5, Indicator 1, 3, 4)
5. The student will be able to recognize behaviors that promote personal wellness. (Grades 5-6, Outcome 2, Indicator 3)

INFORMATION SKILLS OBJECTIVES:

1. The student will focus the topic/brainstorm.
   a.) What is wellness?
   b.) Define disease.

   Strategies
   Brainstorm/Discussion
   a.) What I know
   b.) What I want to know
   Key words

2. The student will select resources.

   Strategies
   Preselected materials
   Skimming - reading
   Key words

3. The student will gather and research information.

   Strategies
   Notetaking - Key words
   Matrix - Web

4. The student will organize information.

   Strategies
   Sorting/classify notes
   Categorization of notes
   Webs
   Discussion

5. The student will process information.

   Strategies
   Categorize/classify
   Compare/contrast
   Analysis /web

6. The student will present findings.

   Strategies
   Disease poster
   Oral presentation

7. The student will evaluate research process and information learned.

   Strategies
   Self-evaluation
   Personal health plan
   Posttest

UNIT EVALUATION:

Students are evaluated by teams. The classroom teacher and the LMG use the Evaluation Tracking Form (Appendix I), each taking half of the student teams to evaluate. The student teams are evaluated in twelve areas: questions, resource cards, notetaking, categories, poster draft, final poster, presentation, disease webs, HIV/AIDS webs, HIV/AIDS questions, posttest and a personal wellness drawing. Each team is given a maximum of two points in each area when all the work is completed correctly. More specific criteria are listed on the tracking form.

Behavior points are earned for sharing the workload, remaining focused, and working with a positive attitude. These are also recorded on the tracking form.

Students are responsible for keeping on task. To help them do this they use the Big "D" Research Project Check List (Appendix B).

NOTE: *Teachers who choose to evaluate students individually may have a difficult time using the Evaluation Tracking Sheet provided with this unit. If individual tracking is desired, transfer the areas to be evaluated to a class tracking form and use the criteria as defined on our group sheet.*

DISEASES

mumps

asthma

bubonic plague

head lice

heart disease (arteriosclerosis)

colds and flu

anorexia nervosa

malaria

rabies

skin cancer

measles

food poisoning

lung cancer

HIV/AIDS (HIV infection)

scoliosis

polio

chicken pox

Lyme disease

DAY 1 - Introduction to Unit

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, Nurse Educator

Learning Objective:
The student will be able to:
1. Define disease.

Information Skills Objective:
The student will:
1. Focus the topic/brainstorm.

Lesson Materials:
Pencil and paper
Preselected disease choices listed and displayed
Disease Research Notebook, one per team

NOTE: This notebook is used as an organizational tool. It is a 5" x 7" three ring binder where all research materials, check sheets, note cards, source cards and webs are kept together. It is checked at regular intervals by teachers.

Procedure:

1. Hold up a big capitol D made out of poster paper or draw it on the blackboard. *NOTE: Our students created a big "D" as an art project prior to the beginning of the unit. We had this on display throughout the unit.*
2. Lead class discussion to predict meaning of the "Big D."
3. In small groups have students share what "disease" means to them.
4. Have whole class brainstorm and discuss definition of "disease."
5. Have students individually generate five general questions about disease.
6. Introduce the "Big D" unit. Explain the unit activities, how they will be done, and the timeline for the unit.
7. Have students select a research partner.
8. Present a list of diseases. (See sidebar on this page.) Have students select one disease to research. NOTE: *Other diseases may be added, however, the success of this unit hinges on the teacher making certain that one research team chooses HIV/AIDS.*
9. Partners sign up for a disease with the teacher. Each disease may be researched by only one team.
10. Partners obtain a Disease Research Notebook, label the cover with the disease name, and put their general questions about disease in the notebook.

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DAY 2 - Develop Questions

Time Period: 50 minutes

Location: Library Media Center

Instructors: Classroom Teacher, Library Media Generalist

Learning Objective:
The student will be able to:
1. Define disease.

Information Skills Objectives:
The student will:
1. Focus topic.
2. Select resources.

Lesson Materials:
Pencil and paper
Disease Research Notebooks
Chalkboard or easel and marker
Examples of resource cards (Appendix A)
Research Project Checklist for each team (Appendix B)
Research materials

Procedure:
1. Before class, post the class definition of disease generated by the discussion on Day 1.
2. Working with partners, students develop questions about disease in general and about their specific diseases. (5 general questions, 10 specific questions)
3. Student share research questions. LMG records key phrases on the board or overhead projector. The class looks for common questions.
   NOTE: All lists must include three key questions:
   How do I get it? What are the causes? What are the symptoms?
4. Students check to make sure they have the three key questions.
5. Introduce students to the Research Project Checklist.
   Explain that each task needs to be initialed by an adult before proceeding to the next research task. NOTE: *Students are assigned to either the teacher or the LMG to have their work checked.*
6. LMG reviews resource selection and explains where the resources are located. *NOTE: All resources are preselected including encyclopedias and vertical file material.*
7. Review how to fill out resource cards to record bibliographic information.

- **CHECKPOINT** - List of disease questions.

Day 3 - Resource Selection/Begin Notetaking

Time Period: 50 minutes

Location: Library Media Center

Instructors: Classroom Teacher, Library Media Generalist, Nurse Educator

Learning Objective:
The student will be able:
1. To define disease.

Information Skills Objectives:
The student will:
2. Select resources.
3. Gather and record information.

Lesson Materials:
Pencil
Disease Research Notebooks
Note cards (see Figure 2 for model).
Resource Cards
Research materials: general encyclopedias; vertical file on each disease

Procedure:
1. With research partners, students: a.) locate and identify four sources, two types; and, b.) fill out four resource cards (minimum).
2. Students begin taking notes on index cards by skimming resources and writing notes using key words or phrases. Source title should be written on top line of index card. Each fact should be written on a new line. NOTE: ***A category for each note will be assigned on Day 5 Leave space on left of note card for this.***
3. Teacher, LMG and nurse educator help students at point of need to identify sources, complete source cards, and take notes.
4. Wrap-up: students share interesting research note of the day.

- **CHECKPOINT** - Resource Cards

DAY 4 - Research/Notetaking

Time Period: 50 minutes

Location: Library Media Center

Instructors: Classroom Teacher, Library Media Generalist, Nurse Educator

Learning Objectives:
The student will be able to:
1. Define disease.
2. Differentiate between communicable and non-communicable diseases.

Information Skill Objectives:
The student will:
3. Gather and record information.

Lesson Materials:
Pencil
Disease Research Notebooks
Note cards
Resource cards
Research materials

Procedure:
1. Students continue researching/notetaking. Students gather information from at least two sources and have a minimum of 20 facts.
2. Wrap-up: share an interesting fact of the day.

- **CHECKPOINT** - Notetaking

Figure 2.

EXAMPLE OF NOTETAKING CARD

	SOURCE
CATEGORIES	
	ONE NOTE PER LINE
	ADDITIONAL QUESTIONS

DAY 5 - Categorizing Notes/Webs

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, Library Media Generalist

Learning Objectives:

The student will be able to:

1. Define disease.
2. Differentiate between communicable and non-communicable diseases.

Information Skills Objectives:

The student will:

4. Organize information.
5. Process information.

Lesson Materials:

Pencil
Disease Research Notebooks
Web chart: "Our Big D" (Appendix C)

Procedure:

1. Using the web chart the teacher introduces categorizing notes. Three required categories are:
   - How I get?
   - Symptoms
   - Cause
2. As a class brainstorm other possible categories.
3. Research partners generate a list of 5 - 6 categories which cover their own notes.
4. Students write the category in left margin of note card.
5. Students fill out a web chart including name of disease, category heading, and facts. Each fact should be written on new line.

- **CHECKPOINT** - Categories

DAY 6 - Begin Poster

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, LMG

Learning Objectives:
The student will be able to:
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable diseases have different modes of transmission.

Information Skills Objectives:
The student will:
4. Organize information.
5. Process information.

Lesson Materials:
Pencil
Disease Research Notebooks
11" x 18" newsprint
24" x 36" oaktag
Art supplies, magazines, markers, colored pencils crayons, watercolors, scissors, rulers, glue, miscellaneous colored oaktag pieces, etc.

Procedure:

1. Introduce poster challenge: On a poster, what are ways to share 13 pieces of disease information, using only 5 words maximum?
2. Class brainstorms ideas. Brainstorm to address the questions:
    - What will the poster look like?
    - What will be used to create it? (i.e. maps, charts, graphs)

Communicate expectation that students should use more than one medium.

3. With research partner students make a draft of a poster on 11" x 18" newsprint. Poster to include:
    - How I get?
    - Symptoms
    - Cause
    - 10 other facts
    - 5 written words maximum

- **CHECKPOINT** - Poster Draft

4. As ready, students create final poster on 24" x 36" oaktag.

DAY 7 - Finish Poster

Time Period: 50 minutes

Location: Classroom

Instructor: Classroom Teacher

Learning Objectives:
The student will be able to:
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable diseases have different modes of transmission.

Information Skills Objectives:
The student will:
5. Process information.
6. Present findings.

Lesson Materials:
Pencil
Disease Research Notebooks including poster draft
Oaktag
Art supplies

Procedure:
1. With research partner, students continue work on final poster.
2. Class shares highlights of work period.

DAY 8 - Presentation Planning and Practice

Time Period: 50 minutes

Location: Classroom

Instructor: Classroom Teacher

Learning Objectives:
The student will be able to:
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable diseases have different modes of transmission.

Information Skills Objectives:
The student will:
5. Process information.
6. Present findings.

Lesson Materials:
Pencil
Disease Research Notebooks
"Planning Your Talk" worksheet for each team (Appendix D)
Disease posters

Procedure:
1. Teacher explains presentation format using worksheet, "Planning Your Talk."
2. Research partners will use poster to "talk" about their disease.
3. Students complete disease poster.
4. Research partners use "Planning Your Talk" worksheet.
5. Research partners practice presentation.

- **CHECKPOINT** - Final poster

DAY 9 - Presentations

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, LMG, Nurse Educator

Learning Objectives:
The student will be able to:
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable disease have different modes of transmission.
5. Recognize behaviors that promote personal wellness.

Information Skills Objectives:
The student will:
5. Process information.
6. Present findings.

Lesson Materials:
Pencil
Communicable/non-communicable class chart
Disease Research Notebooks
Posters for disease talk
Disease talk webs (Appendix E) for each team for each disease presented

Procedure:
Before class create and post a large blank chart with two columns, one column labeled communicable and the other column, non-communicable.

1. Student teams present finding.
   Presenters will:
   - Share the task
   - Use poster as focal point
   - Speak for 3-5 minutes including questions and answers

   Audience will:
   - Listen
   - Ask questions
   - As partners, complete web chart for each presentation
2. Teacher facilitates a class vote on each disease presented as to whether each disease is communicable or non-communicable. Teacher records results on chart.
3. Research notebooks are collected and disease talk webs are checked.

- **CHECKPOINT** - Presentation

Day 10 - Continue Presentations

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, LMG, Nurse Educator

Learning Objectives:
The student will be able to:
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable diseases have different modes of transmission.
4. Recognize behaviors that promote personal wellness.

Information Skills Objectives:
The student will:
5. Process information.
6. Present findings.

Lesson Materials:
Communicable/non-communicable classroom chart
Pencil
Disease Research Notebooks
Posters for disease talks
Disease talk webs for each team (Appendix E)

Procedure:
1. Return Disease Research Notebooks. Review web chart directions.
2. Continue disease presentations as on Day 9.

- **CHECKPOINT** - Disease Webs

DAY 11 - HIV/AIDS Video and Discussion

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, Nurse Educator

Learning Objectives:
The student will be able to:

3. Explain that communicable diseases have different modes of transmission.
4. Describe the nature of the HIV virus including ways in which HIV is and is not transmitted and those behaviors that put one at risk.
5. Recognize behaviors that promote personal wellness.

Information Skills Objectives:
The student will:

3. Gather and record information.
4. Organize information.
5. Process information.

Lesson Materials:

Pencil
Chart of class vote: communicable and non-communicable
Video "What is AIDS?"
HIV/AIDS web for each team (Appendix F)
HIV/AIDS questions worksheet (Appendix G)

Procedure:

1. Using the communicable and non-communicable disease chart the teacher and nurse educator compare class votes with accepted medical categories of communicable and non-communicable diseases.
2. Nurse educator facilitates discussion on greatest health risk today, using historical perspective:
    - Bubonic plague
    - Polio
    - HIV/AIDS
3. Nurse educator introduces video, "What Is AIDS?"
4. Students watch video and take notes using HIV/AIDS web.
5. Wrap-up discussion.
6. Homework assignment for each student in preparation for panel presentation on HIV/AIDS.
    - 10 questions about HIV/AIDS
        - 5 questions - physical aspect
        - 5 questions - social concerns,
          (i.e. people to people, person to person.)

- **CHECKPOINT** - HIV/AIDS Web

DAY 12 - Panel of Experts

Time Period: 50 minutes

Location: Auditorium - all classes meet

Instructors: Nurse Educator
Panel: medical doctor
hemophilia nurse educator
AIDS buddy
person with AIDS (optional)

Learning Objectives:
The student will be able to:
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable diseases have different modes of transmission.
4. Describe the nature of the HIV virus, including ways in which HIV is and is not transmitted and those behaviors that put one at risk.
5. Recognize behaviors that promote personal wellness.

Information Skills Objectives:
The student will:
3. Gather and record information.
5. Process information.

Lesson Materials:
HIV/AIDS questions worksheet

Procedure:
1. Nurse educator introduces panel.
2. Panel presents.
3. Students ask questions using their homework questions as a guide.

- **CHECKPOINT** - HIV/AIDS Questions

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DAY 13 - Wrap-up/Posttest/Wellness Drawing

Time Period: 50 minutes

Location: Classroom

Instructors: Classroom Teacher, Nurse Educator

Learning Objectives:

The student will be able to:

1. Define disease.
2. Differentiate between communicable and non-communicable diseases.
3. Explain that communicable diseases have different modes of transmission.
4. Describe the nature of the HIV virus including ways in which HIV is and is not transmitted and those behaviors that put one at risk.
5. Recognize behaviors that promote personal wellness.

Information Skills Objectives:

The student will:

5. Process information.
6. Present findings.
7. Evaluate research process and information learned.

Lesson Materials:

Follow-up test for each student (Appendix H)
Class chart: Comparing Across the Board (See model in Figure 3)
Drawing paper - colored pencils, water colors, markers
Unit evaluation for each student (Appendix I)

Procedure:

1. Wrap-up discussion. Using a large chart (Figure 3) to generate class discussion, the teacher and the nurse educator focus on personal preventive health practices for the diseases researched. Students use disease posters as resource.
2. Students complete posttest.
3. Using classroom chart students identify:
    - A healthy behavior they use.
    - A healthy behavior they now recognize and will use in the future.
4. Students create colored drawings of themselves engaged in these two identified wellness practices.
5. Homework - Unit Evaluation

- **CHECKPOINT** - Posttest
  - Personal Wellness Drawings

Figure 3. **Comparing Across the Board**

Disease	How I Get	Cause(s)	How I Can Prevent

RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

Books

Day, James, The Black Death, Bookwright Press, 1989.
Donahue, Parnell, M.D. and Helen Capellaro, Germs Make Me Sick!, Knopf, 1975.
Hawks, Nigel, AIDS, Gloucester Press, NY, 1987.
Koch, Janice, AIDS. A Primer for Children, Berrent Publications, Inc., 1991.
Lampoon, Chrlstopher, AIDS and Other Epidemics, Watts, 1989.
Olesky, Walter, The Black Plague, Watts, 1982.
Showers, Paul, No Measles, No Mumps for Me, Growell, NY, 1980.
Siegel, Michele, PH.D., Judith Brisman, PH.D., Margot Weinshell, M.S.W., Surviving an Eating Disorder: Strategies for Family and Friends, Harper & Row, NY., 1988.
Stein, Patricia and Barbara C. Unell, Anorexia Nervosa, Finding the Life Line, CompCare Publishers, Minn., MN.1986.

Encyclopedias

Children's Britannica
Compton's Encyclopedia
The New Book of Knowledge
Science & Technology Illustrated
World Book 1985, 1990

Periodicals — Various articles from Current Health and other journals.

Pamphlets — Various pamphlets from the verticle file obtained from local and national sources.

Non-print Media

What Is AIDS? (VCR video) MTI/Film and video, 1988.
MTI Film & Video, 108 Wilmot Road, Deerfield, IL. 60015

BIG "D" UNIT TIMELINE

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
• Unit introduction • Define disease • Intro to Research Unit L.O. 1 I.S.O. 1 Whole class Classroom teacher, Nurse Classroom	• Students generate question lists - 5 general, 5 specific • Intro to resource selection L.O. 1 I.S.O. 1, 2 Research partners Whole class Classroom Teacher, LMG Library/Media Center	• Resource selection • Notetaking L.O. 1 I.S.O. 2, 3 Research partners Teacher, LMG, Nurse Library/Media Center	• Research & notetaking (min. 2 sources, 20 facts) L.O. 1, 2 I.S.O. 3 Research partners Teacher, LMG, Nurse Library/Media Center	• Categorizing notes • Organizing notes using webs L.O. 1, 2 I.S.O. 4, 5 Whole class Research partners Teacher, LMG Classroom
DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**
• Introduce poster • Draft poster L.O. 2, 3 I.S.O. 4, 5 Whole class Research partners Teacher, LMG Classroom	• Final poster work L.O. 2, 3 I.S.O. 5, 6 Research partners Whole class Teacher Classroom	• Introduce presentation, "Planning Your Talk" • Practice presentation L.O. 2, 3 I.S.O. 5, 6 Whole class Research partners Teacher Classroom	• Present findings • Expectations for audience/presenters • Audience takes notes using webs • Class disease vote L.O. 2, 3, 5 I.S.O. 5, 6 Whole class Research partners Teacher, Nurse, LMG Classroom	• Continue disease presentations L.O. 2, 3, 5 I.S.O. 5, 6 Whole class Research partners Teacher, LMG, Nurse Classroom
DAY 11	**DAY 12**	**DAY 13**		
• Compare communicable/non-communicable diseases • Video: "What Is AIDS?" • Homework: HIV/AIDS ?'s L.O. 3, 4, 5 I.S.O. 3, 4, 5 Whole class Teacher, Nurse Classroom	• Panel • Q & A L.O. 2, 3, 4, 5 I.S.O. 3, 5 Whole class Nurse, Panel presenters Auditorium	• Wrap-up • Chart with prevention focus • Posttest • Personal wellness drawing • Unit evaluation L.O. 1, 2, 3, 4, 5 I.S.O. 5, 5, 7 Whole class, individuals Teacher, Nurse Classroom		

RESOURCE CARDS

Directions: Reproduce this page and page 20 in quantities sufficient for the project. Cut the page with a paper cutter or have students cut their own. The cards are punctuated in the same way required for a bibliography. Students should record the bibliographic information using the correct punctuation.

"Article Title"

Name of Encyclopedia.

Copyright date.

Vol. ?.

p. or pp.

Encyclopedia Article

"Article Title"

Name of Encyclopedia.

Copyright date.

Vol. ?.

p. or pp.

Encyclopedia Article

"Article Title"

Name of Encyclopedia.

Copyright date.

Vol. ?.

p. or pp.

Encyclopedia Article

Title of Filmstrip or Record. (Filmstrip or Record)

Producer's Name.

Call Number

Films Posters
Filmstrip
Filmloop
Record
Tape
T.V.
Interview
Picture Card

Title of Filmstrip or Record. (Filmstrip or Record)

Producer's Name.

Call Number

Films Posters
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Call Number

Films Posters
Filmstrip
Filmloop
Record
Tape
T.V.
Interview
Picture Card

RESOURCE CARDS

Author's last name, first name, Title of Book. Copyright date. p. or pp. Call number Book	Author's last name, first name, Title of Book. Copyright date. p. or pp. Call number Book
Author's last name, first name, Title of Book. Copyright date. p. or pp. Call number Book	Author's last name, first name, Title of Book. Copyright date. p. or pp. Call number Book
Author's last name, first name, "Title of Article." Name of Magazine. Month date, year. p. or pp. Magazine Article	Author's last name, first name, "Title of Article." Name of Magazine. Month date, year. p. or pp. Magazine Article
Author's last name, first name, "Title of Article." Name of Magazine. Month date, year. p. or pp. Magazine Article	Author's last name, first name, "Title of Article." Name of Magazine. Month date, year. p. or pp. Magazine Article

THE BIG "D" RESEARCH PROJECT CHECK LIST

Directions: This checklist helps to divide your "Big D" research project into short tasks. When you and your partner have finished a task have your work checked and initialed by the teacher. The dates on the left tell you when each task is due.

Partner: ______________________________

Partner: ______________________________

Disease: ______________________________

Dates: Initials

_____ List of **questions** (15 minimum) ☐
    5 general
    10 specific to your disease

_____ **Resource cards** (4 cards - 2 kinds of sources) ☐
    1. ______________ 2. ______________
    3. ______________ 4. ______________

_____ **Note taking** ☐
    20 facts minimum
    2 sources minimum
    on index cards, one fact per line

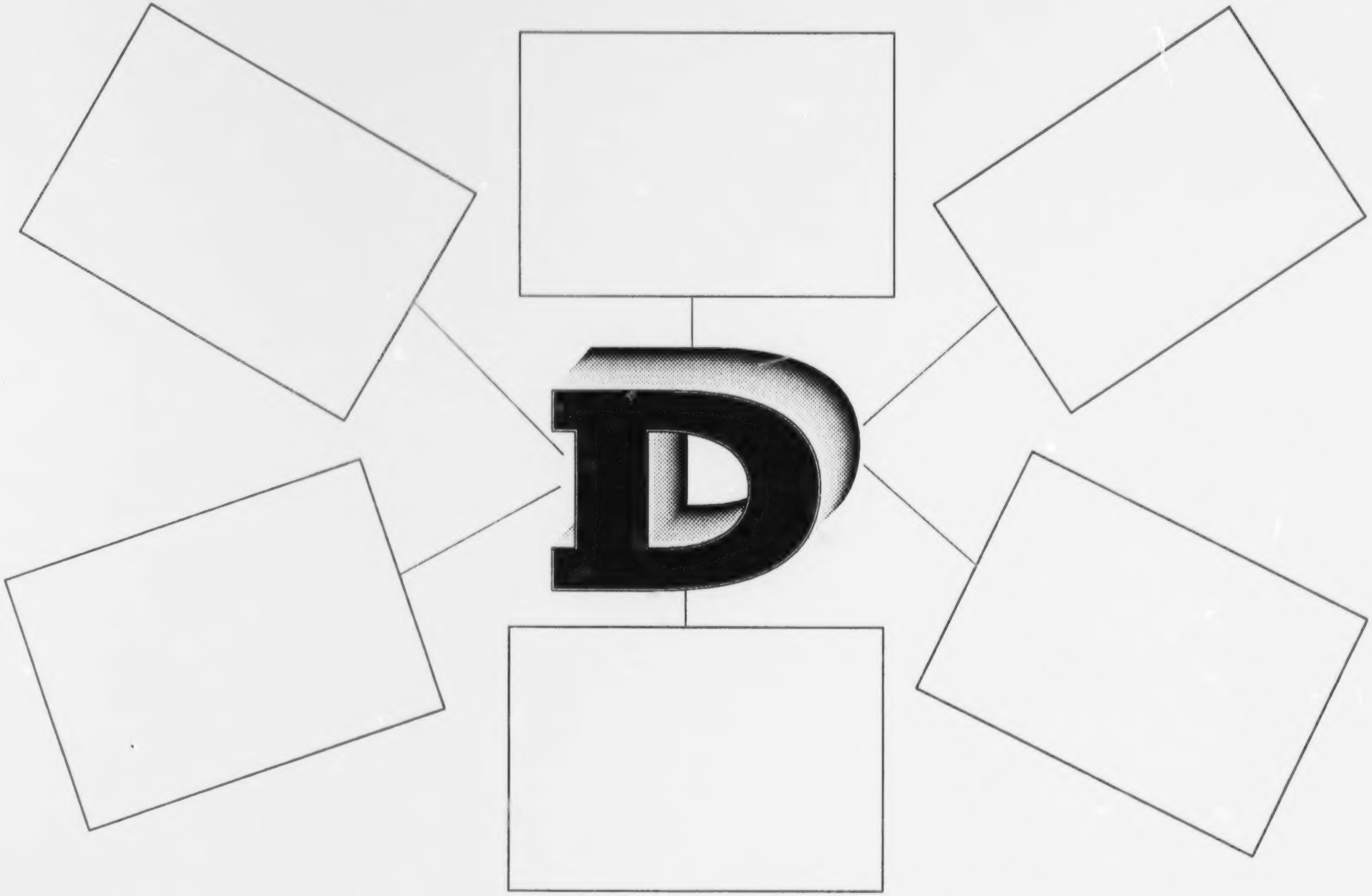
_____ **Categories** ☐
    list of 4-6 categories
    facts categorized on notecards.
    facts on your disease listed by categories on "disease web chart"

_____ **Poster Draft** ☐
    must include
    cause
    symptoms
    how I get
    plus 10 other facts
    5 key words chosen

_____ **Planning your talk** ☐
    talk worksheet completed
    presentation practiced

DISEASE WEB CHART

DIRECTIONS: Work as a team. Take your categorized notes from your notetaking cards. Copy them onto this card. Fill in your disease, the category headings, and the facts. Begin each fact on a new line.



PLANNING YOUR TALK!!

You'll have three minutes for your talk. Follow the steps below.

Plan

Plan together. Decide who will share what information. Create a list of the key ideas you plan to use. Include who will share the idea. Put the list in order of the presentation. Use notebook paper. Here is an example:

LYME DISEASE

Introduce Lyme disease:	Mike
How you get it:	Todd
Cause:	Todd
Where it is found:	Todd
First discovered:	Todd
Symptoms:	Mike
What it can lead to:	Mike

and so on.....

Practice

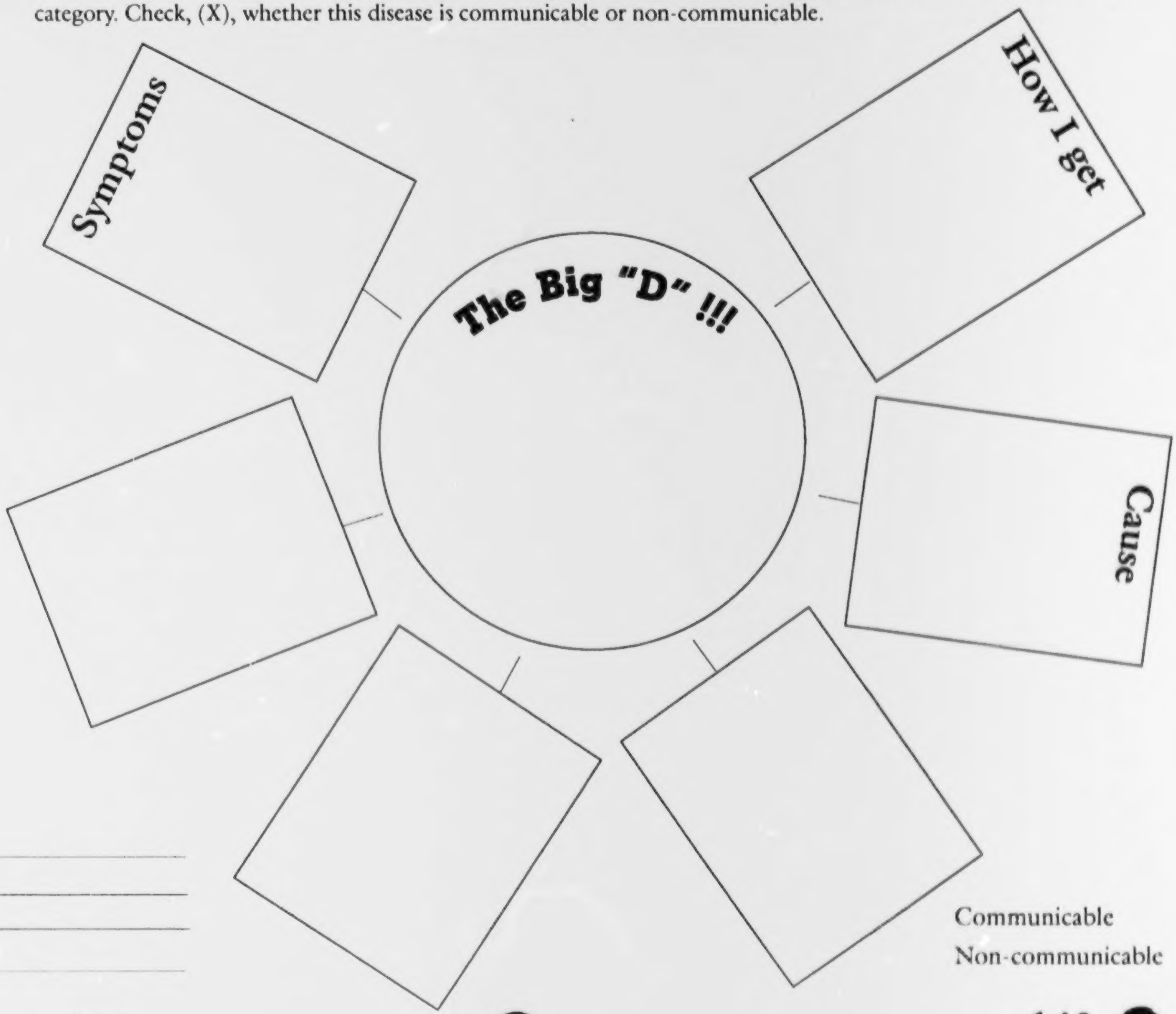
As presenters, try to:

- look at audience
- use poster
- relax…stand tall
- speak clearly
- share presentation with partner

Practice once. Conference on what works, and what could be improved. Write out changes that help your talk work better. Add to your list if you need to. Practice as many times as possible.

DISEASE TALK WEB

DIRECTIONS: Work as a research team. Use this web to take notes on each disease talk. Complete the chart including the name of the disease, the presenters' names and your names. A completed chart needs six categories listed and at least one fact in each category. Check, (X), whether this disease is communicable or non-communicable.



Presenters: ____________________

____

Partners: ____________________

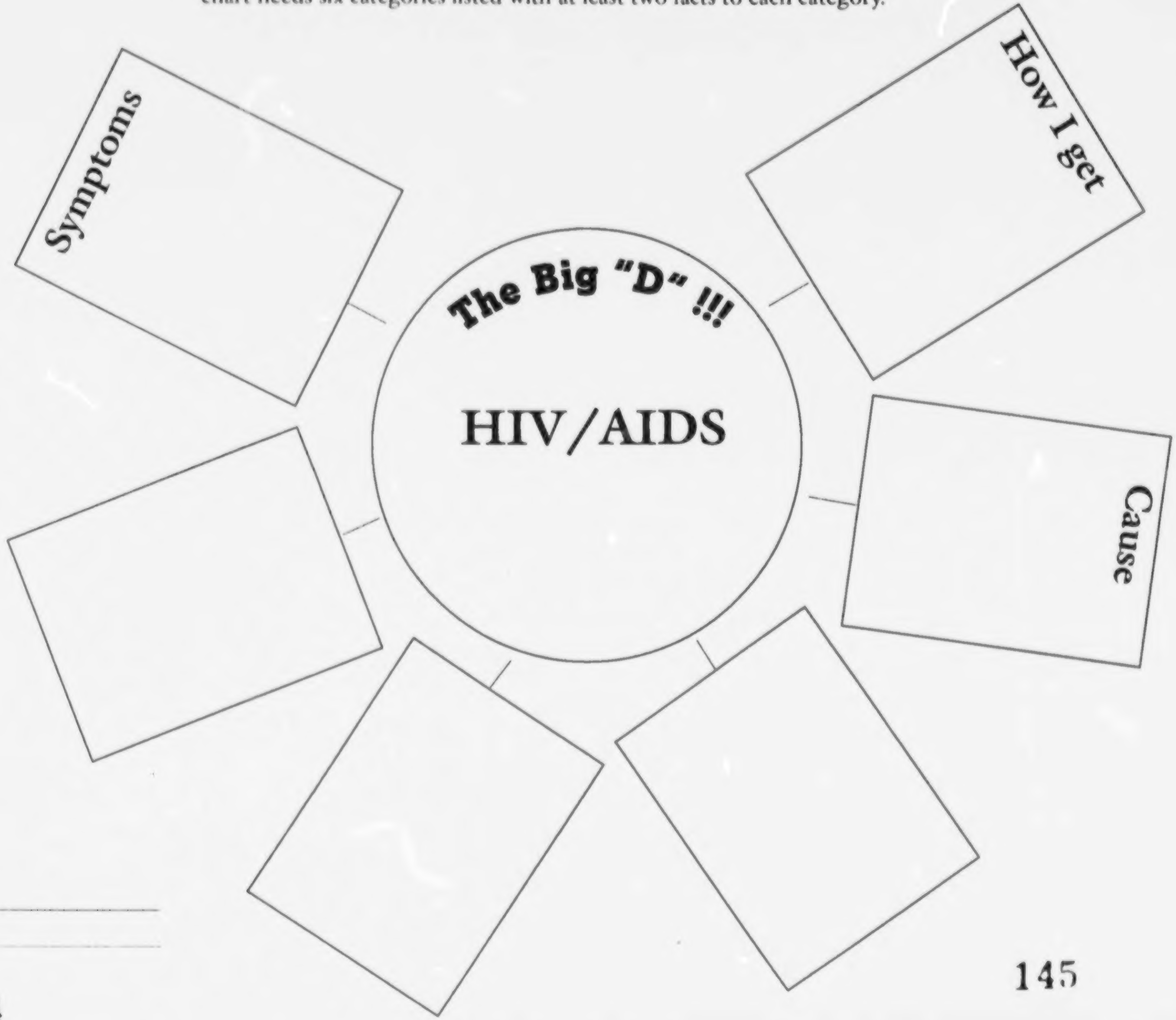
____

Communicable ☐

Non-communicable ☐

HIV/AIDS WEB

DIRECTIONS: Work as a research team. Use this web to review today's lesson on HIV/AIDS. A completed chart needs six categories listed with at least two facts to each category.



Partners:

____

____

HIV/AIDS QUESTIONS

Based on what we've learned about HIV/AIDS, come up with a total of 10 questions about HIV/AIDS. You'll have a chance to share your questions with a doctor, nurse, and AIDS buddy tomorrow.

Five questions about the physical side of HIV/AIDS.... ***about the body***

1. ____
2. ____
3. ____
4. ____
5. ____

Five questions about the social side of HIV/AIDS. ...***about people***..... ***about understanding***

1. ____
2. ____
3. ____
4. ____
5. ____

FOLLOW-UP TEST

Name: ____________________ Number: ______________

Read each of the statements. Circle YES if you think it's true and NO if you think it's false.

1. NO YES Smoking, drinking, or using drugs is OK if you are careful.

2. NO YES Physically fit people have the ability to do the most activity with the least effort.

3. NO YES Keeping foods cold is one way of controlling the growth of bacteria.

4. NO YES HIV/AIDS infection is hard to get.

5. NO YES The basic four food groups are
(fruit - vegetable), (bread - grain), (egg), (protein)

6. NO YES Using a safety helmet when riding a bicycle or skateboarding is one way I can help insure my well-being.

7. NO YES To improve cardio-vascular fitness, a person should exercise once a week.

8. NO YES Cold and flu viruses are easy to get.

9. NO YES Exercise, diet choice, and choosing not to smoke could decrease a person's chances of getting certain diseases later in life.

10. NO YES Some state laws require children to be protected (have shots) from getting certain diseases before they enter school.

Answer the following three questions. Use back if needed.

1. List three ways you get AIDS.
2. Do you die from HIV? Explain.
3. List two things you can do to prevent yourself from getting HIV/AIDS.

EVALUATION EVALUATION EVALUATION

Name: ______________________ Number: ________________

1. What was the most interesting fact you learned about your disease?

2. List three things you learned about diseases through this unit.

3. What did you like about doing a research project with a partner?

4. What didn't you like about researching with a partner?

5. What did you learn about yourself?

6. If you had the project to do again what would you do differently? Why?

7. If you could only use three words to describe your working relationship with your partner what would they be?

8. What else would you like to know about your disease?

9. What else would you like to know about some other disease?

10. If you could do this project over what would you like to see us do differently? (What could have been better?)

11. Did this unit help you to better understand HIV/AIDS? How?

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EVALUATION TRACKING FORM

Use this form to track team progress. You will need one form per team.

2 = completed
1 = partial completion
O = missing

+/— = behavioral coding
+ = shared workload
focused, positive attitude
— = not shared workload/
focused, positive attitude

Team members: ____________________

CRITERIA FOR POINTS EARNED	POSSIBLE POINTS	DAY DUE	POINTS EARNED/ BEHAVIORAL CODE
I. QUESTIONS (L.O.: 1) a. one list per team (I.O.: 1, 2) b. 5 general, 10 specific	2	2	
Incomplete: a. less than 15 questions	1		
II. RESOURCE CARDS (L.O.: 1) (I.O.: 2, 3) a. source cards completed b. 4 cards, 2 sources, punctuation correct c. legible to reader	2	4	
Incomplete: a. incorrect number completed b. punctuation incorrect c. illegible writing	1		
III. NOTETAKING (L.O.: 1, 2) (I.O.: 3) a. 20 facts minimum b. at least 2 sources used, numbered with each note on new line c. notes recorded in own words	2	4	
Incomplete: a. needs 20 facts b. needs 2 sources c. notes need numbering and/or begin new line d. notes need to be recorded in own words	1		
IV. CATEGORIES (L.O.: 1, 2) (I.O.: 4, 5) a. list 4-6 categories b. facts categorized on notecards c. facts on 'your' disease listed on disease web chart	2	5	
Incomplete: a. less than 4-6 categories b. facts need categorizaton on notecards	1		

EVALUATION TRACKING FORM

CRITERIA FOR POINTS EARNED	POSSIBLE POINTS	DAY DUE	POINTS EARNED/ BEHAVIORAL CODE
V. POSTER DRAFT (L.O.: 2, 3) (I.O.: 4, 5) a. 3 required facts b. 10 other facts c. 5 words minimum	2	7	
Incomplete: a. needs 3 required facts b. needs 10 other facts c. uses more than 5 words	1		
VI. FINAL POSTER (L.O.: 2, 3) (I.O.: 4, 5) a. neat b. 2 or more mediums used c. 2 or more formats used d. visually clear	2	8	
Incomplete: a. lacks neatness b. lack of creativity c. unclear to viewer	1		
VII. PRESENTATION (L.O.: 2, 3) (I.O.: 6) a. partners share b. eye contact with audience c. knows material d. clear, loud voice e. easy to follow Incomplete: a. confused about facts b. only 1 partner presented c. no eye contact with audience d. audience unable to hear e. talk not well-organized	2	8	
VIII. DISEASE WEBS (L.O.: 2, 3, 5) (I.O.: 5, 6) a. complete for all diseases presented b. disease: name, 6 categories, 1 fact each category c. communicable/non-communicable indicated	2	10	
Incomplete: a. disease not labeled b. fewer than 6 categories labeled c. one or more categories without a fact d. communicable/non-communicable	1		

EVALUATION TRACKING FORM

CRITERIA FOR POINTS EARNED	POSSIBLE POINTS	DAY DUE	POINTS EARNED/ BEHAVIORAL CODE
IX. HIV/AIDS WEBS (L.O.: 3, 4, 5) (I.O.: 3, 4, 5) a. 6 categories listed b. 2 facts in each category c. accurate information	2	11	
Incomplete: a. fewer than 6 categories listed b. less than 2 facts in each category c. inaccurate information	1		
X. HIV/AIDS QUESTIONS (L.O.: 2, 3, 4, 5) (I.O.: 3, 5) a. 10 questions about HIV/AIDS, 5 physical aspect, 5 social	2	12	
Incomplete: a. fewer than 5 questions in each category b. repeated questions	1		
X1. POST TEST (L.O.: 1, 2, 3, 4, 5)	2 = 90% or better 1 = 60% or better 0 = below 60%	13	
XII. PERSONAL WELLNESS DRAWING (L.O.: 1, 2, 3, 4, 5) (I.O.: 5, 6, 7) a. 2 healthy behaviors identified b. neat action-oriented drawing	2	13	
Incomplete: a. less than 2 behaviors identified b. hurried, incomplete drawing	1		

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT EM-2

Be Aware and Show You Care

⁂

Pat Heinz, *Grade 5 Teacher*
Ellen Tirone, *Library Media Generalist*
Maple Street Elementary School
Hopkinton, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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UNIT GOAL: The student will demonstrate an understanding of personal health wellness and disease prevention concepts to reduce the risk of HIV infection.(*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 5-8 Student Outcome 5)

LEARNING OBJECTIVES:

The student will be able to:

1. Describe and define HIV/AIDS and its effects on the human immune system (Grades 5-8, Outcome 5, Indicators 1, 2).
2. Identify ways in which HIV/AIDS is and is not transmitted (Grades 5-8, Outcome 5, Indicator 3).
3. List the behaviors which put one at risk for HIV infection (Grades 5-8, Outcome 5, Indicator 4).
4. Compare and contrast the present HIV/AIDS epidemic with previous world epidemics/pandemics (Grades 5-8, Outcome 5, Indicator 5).
5. Discuss how a community can respond effectively to the needs of a person infected with HIV/AIDS (Grades 5-8, Outcome 5, Indicator 6).

INFORMATION SKILLS:

The student will:

1. Brainstorm and web ideas through brainstorm processing. *Reinforced*
2. Evaluate resources for timeliness/accuracy. *Introduced*
3. Process information by comparing and contrasting past and present epidemics. *Reinforced*
4. Process information of the AIDS disease progression by sequencing. *Reinforced*
5. Demonstrate knowledge of HIV/AIDS transmission by experimenting, observing, making predictions, recording data, and drawing conclusions. (scientific method). *Reinforced*
6. Process HIV/AIDS information through discussion, role play, and through written work. *Reinforced*
7. Take notes using key information. *Reinforced*
8. Compare and evaluate new information with prior knowledge.

EVALUATION:

Each student's daily progress is recorded on a tracking sheet which specifies criteria for each activity. Evaluation includes: a) student completion of task; b) assessment of student's independence in the learning process; and c) processing of content knowledge. Because so much work is done in cooperative groups, students also evaluate their own participation.

DAY 1 - Introduction/Brainstorming and Webbing

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objectives:
The student will be able to:
1. Describe and define HIV/AIDS and its effects on the human immune system.
2. Identify ways in which HIV/AIDS is and is not transmitted.
3. List the behaviors which put one at risk for HIV infection.

Information Skills:
The student will:
1. Brainstorm and web ideas through brainstorm processing.
6. Process HIV/AIDS information through discussion.

Need:
Writing materials for individual students
IDEAS WE HAVE ABOUT HIV/AIDS (Appendix A)
BRAINSTORMING GROUP MANAGEMENT form (Appendix B)
Student Tracking form (Appendix C)

Teaching Strategy/Learning Activity:
1. Explain to students that as they begin the unit on HIV/AIDS it will be important to list what they already know. (Later in the unit the class will decide what is factual and what is misinformation.)
2. Divide class into cooperative groups of four or five students. Each group needs a recorder and a group leader.
3. Direct students to *individually* brainstorm what they already know about AIDS (15 minutes).
4. Direct each group to compile a list of their brainstormed ideas. Have the recorder record them on the IDEAS WE HAVE ABOUT HIV/AIDS sheet (20 minutes).
5. Direct the group leader to monitor individual participation on the BRAINSTORMING: CLASS MANAGEMENT FORM.
   NOTE: Our students have had experience in cooperative groups and in peer evaluation. If cooperative grouping is new to your students more time may be needed to establish a climate for peer evaluation.

Evaluation: Follows Day 2

DAY 2 - Brainstorm

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objectives: Same as Day 1

Information Skills: Same as Day 1

Need:
IDEAS WE HAVE ABOUT HIV/AIDS sheets from Day 1
Chart paper/markers
Student Tracking form

Learning Activity:

1. Have students gather in cooperative groups (from Day 1 discussion) to review/complete ideas from Day 1 (5 minutes).
2. Ask the student leader from each group to report information shared in the group.
3. Record information on a chart and explain to students that some responses are correct and some are not but that's alright at this point. Explain that the class will look back on this list at the end of the unit to see how much they have learned by analyzing correct and incorrect responses.
4. Discuss cooperative group organization and performance as a class.

Evaluation: Student participation recorded on tracking sheet.

DAY 3 - Effects of HIV on Immune System/Flannel Board

Time: 40 Minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objectives:
The student will be able to:
1. Describe and define HIV/AIDS and its effects on the human immune system.

Information Skills:
The student will:
4. Process information of the AIDS disease progression by sequencing.
7. Take notes using key information.

Need:
Flannel board and cutouts representing the white blood cell, the AIDS virus and other germs (for ideas see p. 5-7 in Aunt Rita's Patient)
Five different print/non-print resources
EFFECTS FROM HIV INFECTION ON THE IMMUNE SYSTEM sheet (Appendix D)
Student Tracking form.

Teaching Strategy/Learning Activity:
1. Place students in cooperative groups and assign a resource to each group.
2. Tell students that their task is to determine how the AIDS virus attacks the white blood cells of the immune system and the disease's progression. The designated recorder will record information on the EFFECTS FROM HIV INFECTION ON THE IMMUNE SYSTEM sheet.
3. After a given time, one member from each group participates on a demonstration panel. Through use of the flannel board students of this panel maneuvers cut-outs to illustrate knowledge of the immune system and how the AIDS virus attacks white blood cells.

Evaluation: Understanding of concept noted on tracking sheet.

DAY 4: Public Service Bulletin Board/Information Cards

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: LMC

Learning Objectives:
The student will:
1. Be able to describe and define HIV/AIDS and its effects on the human immune system.

Information Skills:
The student will:
7. Take notes using key information.

Need:
Overhead protector and transparency
Information Card (Appendix E)
Student Tracking form

Teaching Strategy/Learning Activity:
1. Explain that an on-going public service bulletin board with newspaper and magazine articles on AIDS and an attached information card will be displayed in the library. Everyone is expected to contribute by date indicated. Articles must be relevant and current (within 1 year) and can come from resources at home or those provided in the LMC.
2. Model the process by filling in a sample information card on the over head transparency.
3. Explain that each student is also expected to select one article from the bulletin board that is different from their own and fill out a second information card by date indicated. These are to be displayed in the health classroom.

Evaluation: Check off on tracking sheet when the information cards and articles are displayed in the library and classroom.

DAYS 5 & 6: Background Information

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objectives:
The student will be able to:
2. Identify ways in which HIV/AIDS is and is not transmitted.

Information Skills:
The student will:
6. Process HIV/AIDS information through discussion.
7. Take notes using key information.

Need:
Health notebook,
Chart paper
Overhead protector
Transparency of LET'S ROPE THE FACTS (Appendix F)
Writing materials
Student Tracking form

Teaching Strategy/Learning Activity:

1. Display on overhead the transparency, LET'S ROPE THE FACTS, showing the four body fluids in which the HIV/AIDS virus is transmitted.
2. Have students take notes from the transparency and define terms from the glossary in Aunt Rita's Patient (or another source) on
    a. body fluids and
    b. words associated with HIV/AIDS. (abstain, blood, donate, drug, gay, heterosexual, homosexual, intravenous, prevent, risk, semen, straight, transfusion, vaginal fluids)
3. As a whole class brainstorm and discuss body fluids that transmit HIV and the behavior that would allow these fluids to be exchanged.

Evaluation: Brainstorming participant is recorded on tracking sheet. Notes are handed in to the teacher and evaluated for legibility, accuracy and completion. Notetaking is recorded on tracking sheet.

DAY 7: Experiment

Time: 40 minute

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:
The student will be able to:
2. Identify ways in which HIV/AIDS is and is not transmitted.

Information Skills:
The student will:
4. Process information of the AIDS disease progression by sequencing.
5. Demonstrate knowledge of HIV/AIDS transmission by experimenting, observing, making predictions, recording data, and drawing conclusions (scientific method).
6. Process HIV/AIDS information through discussion.

Need:
Spray bottle
Glass jars with covers (two per group)
Jar labels or masking tape
Marking pen
Vegetable oil
Food coloring
Medicine droppers (one per group)
EXPERIMENT RECORDING sheet (Appendix G)

Teaching Strategy/Learning Activity:
1. Demonstrate how viruses spread in the air by spraying liquid in the bottle onto a piece of poster paper.
2. Have students brainstorm and discuss what diseases are spread in this way.
3. Touch the poster paper and then touch the blackboard demonstrating how the moisture is spread.
4. Have students brainstorm how they can prevent spreading and catching diseases.
5. Divide class into cooperative groups. Each group will need a demonstrator, a recorder, and a reporter.
6. Give each group two jars, one filled with clear vegetable oil and one filled with vegetable oil with food coloring in it (a dark color works best) and a medicine dropper.
7. Show class the directions which have been written on the board or a transparency (see Figure 1).
8. Tell groups to conduct the experiment and to complete the Experiment Recording sheet.
9. Have reporters report back to the whole class results and conclusions.
10. Lead class in discussion about what this means in terms of spreading and preventing infection with the AIDS virus.

Evaluation: Experiment recording sheet passed in to teacher, recorded on tracking sheet.

Figure 1.

EXPERIMENT DIRECTIONS

1. Label the jar with food coloring as BLOOD WITH AIDS VIRUS.
2. Fill the medicine dropper with the oil containing food coloring and squirt it back into the same jar.
3. Do not clean the dropper.
4. Fill the medicine dropper with the clear oil and squirt it back into the same jar.
5. Decide how this jar should be labeled and label it.
   Adapted from AIDS: What You Need To Know, Weekly Reader Skills Book, 4343 Equity Drive, Columbus, Ohio 43228.
6. Describe your experiment and the findings on the Experiment Report form.

DAY 8 - Posters

Time: 40 minutes

Who's accountable: Classroom teacher

Where: Classroom

Learning Objectives:
The student will be able to:
2. Identify ways in which HIV/AIDS is and is not transmitted.
3. List the behaviors which put one at risk for HIV infection.

Information Skills:
The student will:
6. Process HIV/AIDS information through discussion.

Need:
12"x18" white drawing paper
Crayons/markers
Student Tracking form

Teaching Strategy/Learning Activity:
1. Lead students in a discussion of the importance of sharing appropriate facts on HIV/AIDS that they've learned, emphasizing the unit title message of "be aware and show you care" (also used as bulletin board heading in both locations).
2. Following class review of ways that HIV/AIDS is transmitted, have students come up with individual conclusions to the phrase "You won't get AIDS from..."
3. Explain that students will be making posters to convey information. These posters will first be hung in the hallway and later be made into a book.
4. Students spend the remainder of the period drafting and completing individual posters on "You won't get AIDS from..."

Evaluation: Completed poster passed into teacher.

DAY 9 - Compare/Contrast

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:

The student will be able to:

4. Compare and contrast the present HIV/AIDS epidemic with previous world epidemics/pandemics.

Information Skills:

The student will:

2. Evaluate resources for timeliness/accuracy.
3. Process information by comparing and contrasting past and present epidemics.

Need:

Multiple copies of monthly pamphlets from the Division of Public Health, New Hampshire AIDS Update (see bibliography)
NOTE: ***In order to compare and contrast the statistics, each group will need two pamphlets published in different years or at different times within a year.***
Overhead protector
Transparencies of pamphlet
Student Tracking form

Teaching Strategy/Learning Activity:

1. Students work in their cooperative groups examining and interpreting copies of New Hampshire AIDS Update.
2. Instruct each student to develop a comparison question. Explain that s/he will be responsible for interpreting this information for the whole class.
3. Instruct students to compare and contrast statistics provided by the Division of Public Health to increase their awareness of the trends in this disease through discussion.
4. Show examples of pamphlets from Public Health using a transparency.

Evaluation: Use tracking sheet to record that students share minimum of one relevant statistic with group.

DAY 10 - Compare/Contrast Past and Present Epidemics

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: LMC

Learning Objective:
The student will be able to:
4. Compare and contrast the present HIV/AIDS epidemic with previous world epidemics/pandemics.

Information Skills:
3. Process information by comparing and contrasting past and present epidemics.

Need:
Short accounts of world epidemics, past and present
Paper and pencil

Teaching Strategy/Learning Activity:
1. Teachers review information on communicable diseases (flu, chicken pox, etc.) and how they are transmitted.
2. Teachers read brief accounts from various resources on world epidemics of the past (Bubonic Plague, smallpox, polio, typhoid, etc.).
3. Lead class in a discussion comparing and contrasting previous world and local epidemics with the HIV/AIDS epidemic.
4. Direct students to choose either 1) The information from the pamphlets by the Division of Public Health or 2) Facts from the class discussion of past world epidemics and the HIV/AIDS epidemic.
5. Instruct students to write a short essay (minimum of two paragraphs) describing the similarities and differences between today's HIV/AIDS epidemic and past epidemics.

Evaluation: Student essay passed in to teacher. Criteria: Minimum of two paragraphs with one similarity and one difference.

DAY 11 - Everyday Activities - Prevention & Protection

Time: 40 minutes

Who: Classroom teacher and LMG

Where: Classroom

Learning Objective:
The student will be able to:
3. List the behaviors which put one at risk for HIV infection.

Information Skills:
The student will:
1. Brainstorm and web ideas through brainstorm processing.

Need:
Writing materials
Chart paper/markers
Student Tracking form

Teaching Strategy/Learning Activity:

1. Lead the whole class in brainstorming ideas about prevention and protection regarding everyday activities (ex. wearing a helmet when riding a bike) and list them on the board or overhead.
2. Assign cooperative groups and instruct each group to make a web of the list on chart paper.
3. Come together again to compare how each group arranged the idea presented in their chart.

Evaluation: Contribution to class discussion recorded on tracking sheet. Group web passed in to teacher.

DAY 12 -Common Illnesses - Prevention & Protection

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective: The student will be able to:
3. List the behaviors which put one at risk for HIV infection.

Information Skills: The student will:
6. Process HIV/AIDS information through discussion; through written work.
7. Take notes using key information.

Need:
Writing materials including markers
Writing paper for draft information
One chart paper for each cooperative group
Student Teacher tracking form

Teaching Strategy/Learning Activity:
1. Lead the whole class in brainstorming ideas about prevention and protection regarding common illnesses (e.g. cold, flu, measles, tooth decay).
2. In cooperative groups instruct students to discuss and record on chart paper how to protect themselves from getting HIV/AIDS (drawing conclusions from previous information).
3. As a whole class have students share conclusions.

Evaluation: Contribution of one idea to group chart recorded on tracking sheet. Content knowledge evaluated through final unit test.

DAY 13 - Poems and Rap Songs

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom and LMC

Learning Objective:
The student will be able to:
2. Identify ways in which HIV/AIDS is and is not transmitted.
3. List the behaviors which put one at risk for HIV infection.

Information Skill:
The student will:
4. Demonstrate processing HIV/AIDS information through discussion.

Need:
Paper and pens/pencils
Student Tracking form

Teaching Strategy/Learning Activity:
1. Instruct students to use their knowledge on HIV/AIDS to individually create poems and/or rap songs to be shared with class.
2. Some students may wish to perform for the class.

Evaluation: Lyrics passed in to teacher. Evaluated for creativity and the inclusion of three facts.

DAY 14 - Evaluating Resources

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: LMC

Learning Objective:

The student will be able to:

1. Describe and define HIV/AIDS and its effects on the human immune system.

Information Skill:

The student will:

2. Evaluate resources for timeliness/accuracy. ***Introduced***

Need:

Reserved library resources on HIV/AIDS, including new and old books, magazine, newspapers etc.
TAKING A CLOSER LOOK recording sheet (Appendix H)
Pens/pencils
THE LATEST ON AIDS homework sheet (Appendix I)
Student Tracking form

Teaching Strategy/Learning Activity:

1. Review with the class what the terms current, timely, accurate, and credible mean.
2. Read over TAKING A CLOSER LOOK recording sheet, calling students attention to the STOP! checkpoint.
3. Within their cooperative groups students have students work in pairs reviewing one randomly selected reserved material and completing the recording sheet information.
4. When teacher meets with cooperative group at check-point, all members of group share in discussion of whether judgement of source is appropriate and why/why not.
5. Distribute homework sheet.
6. Write down six facts to share with parents. (Facts may be teacher or child generated).

Evaluation: Completion of numbers 1 and 2 on TAKING A CLOSER LOOK worksheet within time limit recorded on tracking sheet.

DAY 15 - Sharing Information With Parents

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:

The student will be able to:

1. Describe and define HIV/AIDS and its effects on the human immune system.
2. Identify ways in which HIV/AIDS is and is not transmitted.
3. List the behaviors which put one at risk for HIV infection.
4. Compare and contrast the present HIV/AIDS epidemic with previous world epidemics/pandemics.
5. Discuss how a community can respond effectively to the needs of a HIV/AIDS infected person.

Information Skills:

The student will:

4. Process information of the HIV/AIDS progression by sequencing.
6. Process information through discussion.

Need:

Completed THE LATEST ON AIDS homework sheets
Student Tracking form

Teaching Strategy/Learning Activity:

1. Lead a discussion with students sharing information about home lessons on HIV/AIDS information to reinforce the need for current and accurate information.

Evaluation: THE LATEST ON AIDS recording sheet passed in to teacher. Use tracking sheet to record class participation and the inclusion of six facts on the worksheet.

DAY 16: - Identifying Differences and Needs

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:
The student will be able to:
Discuss how a community can respond effectively to the needs of an HIV/AIDS infected person.

Information Skill: The student will:
6. Process HIV/AIDS information through discussion.

Need: IT'S GREAT WE'RE ALL DIFFERENT sheet (Appendix J)
Crayons/markers
Student Tracking form

Teaching Strategy/Learning Activity:

1. Instruct class to read pp. 28-29 from Aunt Rita's Patient. (If not avail able for all students, read these pages aloud to them.)
2. Distribute IT'S GREAT WE'RE ARE ALL DIFFERENT sheets to each student and go over directions.
3. Have students complete the worksheet.
4. Display the completed sheets and compare them.
5. Lead class in discussion eliciting from them that no one is identical and we each have different needs because we are all different. Lead the discussion to the needs of a person with AIDS.

Evaluation: Students are evaluated for following directions and completing the sheet. This is tracked on the tracking sheet. Completed IT'S GREAT WE'RE ALL DIFFERENT sheets passed in to teacher for display in classroom.

Figure 2.

Role Playing Scenarios:

Background: Steven is a new student in the fifth grade. He has AIDS. As he comes into the class, he encounters some of the fifth grade students who have already entered the classroom.

Group 1. As Steven enters the classroom and takes his seat, he tries to be friendly by introducing himself and shaking hands with the student next to him.

Group 2. As Steven talks to a group of his classmates, he sneezes and says, "Excuse me."

DAY 17 - Role Playing

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:
The student will be able to:

5. Discuss how a community can respond effectively to the needs of a person infected with HIV/AIDS.

Information Skill:
The student will:

6. Demonstrate the processing of HIV/AIDS information through role playing.

Need:
ROLE PLAYING EVALUATION form (Appendix K)
Floor space for students during their role play
Student Tracking form

Teaching Strategy/Learning Activity:

1. Divide the class into groups of three.
2. Explain to class that they will be role playing (See figure 2) and explain to them the background of the scenarios. Assign each group one of the situations.
3. Within each group, let students decide who will portray each of the following: 1) person who is aware of facts about AIDS; 2) person who is unaware of facts about AIDS; and 3) person who has AIDS.
4. Using the ROLE PLAYING EVALUATION form direct the audience to critique each performance looking for correct transference of information from unit.

Evaluation: Students are evaluated on tracking sheet for showing understanding in their role portrayal and for completing the ROLE PLAYING EVALUATION form

Figure 2. continued

Role Playing Scenarios:

Group 3. Steven has been asked by the teacher to pass out some worksheets to the class for homework. As he goes from desk to desk, he gets a paper cut and begins to bleed.

Group 4. One of Steven's classmates asks him how he could have gotten AIDS since he is only a kid.

Group 5. One student is concerned for Steven and asks if it is alright if he comes to school. He is worried that Steven will get sick.

BEST COPY AVAILABLE

DAY 18 - Finish book/ Evaluate/ Review

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:
The student will be able to:
5. Discuss how a community can respond effectively to the needs of a person infected with HIV/AIDS.

Information Skills:
The student will:
6. Process HIV/AIDS information through discussion and written work.
8. Compare and evaluate new information with prior knowledge.

Need:
Writing materials
Dedication sheet (pre-made) for big book You won't get AIDS from...,
Chart of brainstorming from Days 1 & 2
Student notes for review
NOTE: *Some teachers may want to prepare a study guide or an outline of points to be covered in the unit test.*
Student Tracking form

Teaching Strategy/Learning Activity:
1. Have students sign their names on the dedication page (see NOTE below).
2. Select two students to present their original book to the principal of elementary school for the K - 3 level library.
3. Using the chart from Days 1 & 2 lead the class in a discussion to determine what students now know compared to what they knew at the beginning of the unit.
4. Instruct students to use their notes (and a study guide if provided by the teacher) to review for final written test (See note at end of Day 20).

Evaluation: See tracking sheet. Content knowledge will be final unit test.

NOTE: *The posters on "You Can't Get AIDS from.... " that have been laminated and displayed in the hall are now ready to be made into a book. In our district we gave the book to the primary school.*

DAY 19 - Video and Final Review

Time: 40 minutes

Who's accountable: Classroom teacher and LMG

Where: Classroom

Learning Objective:
The student will be able to:
5. Discuss how a community can respond effectively to the needs of a person infected with HIV/AIDS.

Information Skill:
Student will:
6. Process HIV/AIDS information through discussion.

Need:
Video, Primetime: Ryan White
VCR with monitor
Review materials from Day 18
Student Tracking form

Teaching Strategy/Learning Activity:

1. Show the video Primetime: Ryan White
2. Discuss video reviewing some factual information and helping students empathize with infected people.
3. Continue oral review.

Evaluation: Record on tracking sheet student's organization and contribution to review. Final unit test will evaluate student's grasp of content.

DAY 20 - Final Test/ Self Evaluation

Time: 40 minutes

Who's accountable: Classroom teacher

Where: Classroom

Need:
writing materials
Test on HIV/AIDS (not included/see note below)
SELF EVALUATION FOR HIV/AIDS UNIT (Appendix L)
Tracking form

Teaching Strategy/Learning Activity:

1. Have students demonstrate their factual knowledge and understanding of the unit information by successfully completing a written test.
2. Have students complete a SELF EVALUATION FOR HIV/AIDS UNIT sheet.

Evaluation: Final unit test.

NOTE: *A written test may or may not be necessary. Our students did very well on the written test which confirmed the fact that they were learning through the many activities that they were engaged in throughout the unit. A test including multiple choice, true/false, matching, short answer, and essay questions was used. We used a test adapted from Aunt Rita's Patient.*

• •

RESOURCES - ORDERING INFORMATION:
AIDS pamphlets from N.H. Division of Public Health Services, Health and Human Services Building, 6 Hazen Drive, Concord, New Hampshire 03301, 603-271-4551, 1-800-852-3345, X 4551

Aunt Rita's Patient can be obtained from the Concord Area Chapter of the American Red Cross,167 N. Main Street, Concord, NH 03301, 603-225-6697 or call your local chapter. It can also be borrowed from the Department of Education by calling Jane Crump at 271-2831

Primetime: Ryan White, video produced by ABC network, 1330 Avenue of the Americas, New York, NY 10019; purchase with check or purchase order for $79.95 and $5.00 for shipping and handling from ABC Distributing Company, 825 Seventh Ave., New York, NY 10019, ATTN: Video Sales 212-887-1731.

BIBLIOGRAPHY

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

Books

ABC's of the Human Body: A Family Answer Book, The Reader's Digest Association. Inc..1987.

AIDS: What You Need To Know, Weekly Reader Skills Book, 4343 Equity Drive, Columbus, Ohio 43228.

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Mosby's Medical & Nursing Dictionary, 2nd ed., The C.V. Mosby Company, 1986.

The New Book of Popular Science

The Raintree Illustrated Science Encyclopedia

Silverstein, Alvin and Virginia, AIDS: Deadly Threat, Enslow Publishers, Inc., 1986.

Strange Stories: Amazing Facts of America's Past, Reader's Digest Association, 1989.

Young People's Science Encyclopedia

Periodicals: Various articles from:

Current Events

Current Health

Current Science

Science World

Videos:

Inside Story with Slim Goodbody: AIDS (VHS video), Instructional Television

Primetime: Ryan White, (VHS video) ABC News Video.

UNIT CALENDAR

HIV/AIDS

BE AWARE AND SHOW YOU CARE!!

	BRAINSTORM What They Already Know About HIV/AIDS WHO: TCH, LMG WHERE: Classroom 1 ☞	BRAINSTORM Continue group work from Day 1 WHO: TCH, LMG WHERE: Classroom 2 ?	FLANNEL BD. Disease Progression; Coop. Groups; Flannel Board WHO: TCH, LMG WHERE: Classroom 3	LIBRARY BULL. BD. Read and Summarize Newspaper/Magazine Articles WHO: TCH, LMG WHERE: LMC 4	YOU CAN ONLY GET AIDS FROM... Discussion and Notetaking WHO: TCH and LMG WHERE: Classroom 5 ☞	CONTINUATION OF DAY 5 6 💉
EXPERIMENT How Do Viruses Spread? WHO: TCH, LMG WHERE: Classroom 7 💉	POSTERS You Can't Get HIV/AIDS From... WHO: TCH WHERE: Classroom 8 🤝	COMPARE/CONTRAST N.H. AIDS Update WHO: TCH, LMG WHERE: Classroom 9	COMPARE/CONTRAST Past Epidemics/Present AIDS Epidemic WHO: TCH, LMG WHERE: LMC 10	BRAINSTORM PREVENTION Everyday Activities WHO: TCH,LMG WHERE: Classroom 11	BRAINSTORM PREVENTION Illnesses and HIV/AIDS WHO: TCH, LMG WHERE: Classroom 12	POEMS/RAP SONGS Lyrics To Be Shared WHO: TCH, LMG WHERE: Classroom and LMC 13
COMPARE/CONTRAST/TIMELY SHARE WITH PARENTS WHO: TCH, LMG WHERE: LMC 14 ?	DISCUSSION Parent Home Lesson WHO: TCH WHERE: Classroom 15 👪	WE ARE ALL DIFFERENT Color Charts WHO: TCH WHERE: Classroom 16	ROLE PLAY SCENERIOS Coop. Groups WHO: TCH, LMG WHERE: Classroom 17 🤝	BOOK DEDICATION REVIEW Study Guide WHO:TCH, LMG WHERE: Classroom 18 ?	VIDEO Primetime-Ryan White; Discussion WHO: TCH, LMG WHERE: Classroom 19	FINAL EVALUATION Unit Test on HIV/AIDS WHO: TCH WHERE Classroom 20

IDEAS WE HAVE ABOUT HIV/AIDS

Cooperative Group
Members ____

Recorder ________________

Class ______________ Date ______________

Directions: Each student in the group will contribute an idea about HIV/ AIDS. All responses are acceptable. There is no wrong response.

IDEA

IDEA

IDEAS WE HAVE ABOUT HIV/AIDS

IDEA

IDEA

BRAINSTORMING:
GROUP MANAGEMENT FORM

DIRECTIONS: Using the KEY group leaders will record each group member's participation in the brainstorming session.

KEY:

o = often s = sometimes n = not yet	DAY 1					DAY 2										
Group members	Contributes ideas	Listens to others	Encourages others			Contributes ideas	Listens to others	Encourages others			Contributes ideas	Listens to others	Encourages others			

Group leader ______________________

STUDENT TRACKING FORM

KEY
2 = completed task without help
1 = completed task with help
0 = did not complete task

Look at criteria listed under each activity and evaluate student according to the key in the left corner.

Student names																									
DAY 1 & 2 - BRAINSTORMING Shared idea																									
DAY 3 - FLANNEL BOARD Understands immune system																									
Understands how AIDS attacks blood cells																									
DAY 4 -INFORMATION CARD Completed for library display																									
Completed for classroom																									
DAYS 5 & 6 NOTETAKING (Overhead, Glossary, Board) legible, complete, accurate																									
BRAINSTORMING Shared one idea																									
DAY 7 - EXPERIMENT work cooperatively following steps and sharing responsibility																									
DAY 8 - POSTER Physical appearance: (neat, colorful, lettering, spelling, size of graphic)																									
Content: (accuracy and clarity of information)																									
DAY 9 -COMPARE/CONTRAST Shared minimum of 1 relevant statistic with group																									

KEY
2 = completed task without help
1 = completed task with help
0 = did not complete task

STUDENT TRACKING FORM (part 2)

Student names																								
DAY 10 - EPIDEMIC ESSAYS Minimum of two paragraphs with one similarity and one difference.																								
DAY 11 - EVERYDAY ACTIVITIES Contributed ideas to discussion																								
DAY 12 - COMMON ILLNESSES Contributed 1 idea to cooperative group chart for class sharing																								
DAY 13 - POEM / RAP SONGS Creativity Contains minimum of 3 facts																								
DAY 14 - EVALUATING RESOURCES Worked cooperatively to complete number 1 and 2 in given time																								
DAY 15 - SHARING LATEST on AIDS Worksheet has six facts minimum																								
Participated in class discussion																								
DAY 16 - WE'RE ALL DIFFEENT Followed directions and completed																								
DAY 17 - ROLE PLAY Portrayed role assigned showing understanding.																								
Completed critique sheet																								
DAY 18 & 19 - REVIEW Shows organization and participates in class review.																								
DAY 20 - SELF-EVALUATION Completed questionnaire																								
TEST																								
TOTAL POINTS																								
FINAL GRADE																								

EFFECTS OF HIV INFECTION ON THE IMMUNE SYSTEM

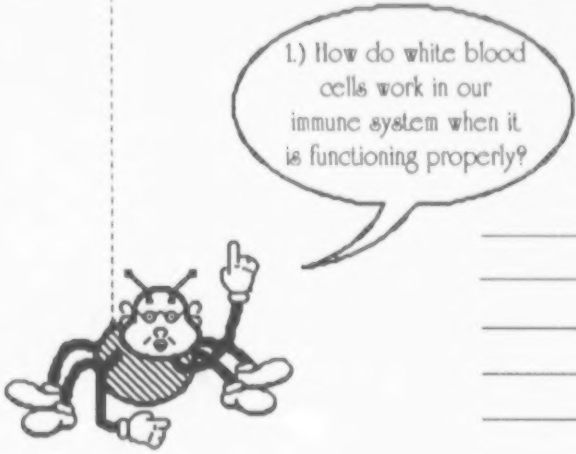
NAMES OF GROUP MEMBERS ______________________________

List of sources used for research ______________________________

____

____

Locate information on the following questions. Take notes in the space provided.


1.) How do white blood cells work in our immune system when it is functioning properly?

Notes on Question 1

____

____

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Notes on Question 2

____

____

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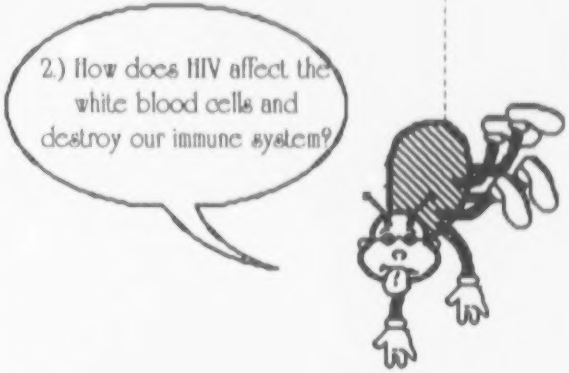
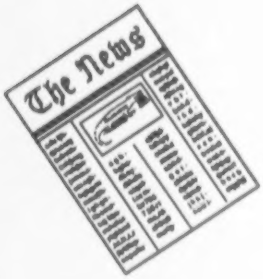

2.) How does HIV affect the white blood cells and destroy our immune system?

BE SURE THAT EACH MEMBER OF YOUR GROUP IS PREPARED TO DEMONSTRATE THE ANSWERS USING THE FLANNEL BOARD.

BEST COPY AVAILABLE



UP-TO-THE-MINUTE WITH NEWSPAPERS AND MAGAZINES

DIRECTIONS

1. Find an article from a recent (within the year) magazine or newpaper that is relevant to the topic HIV/AIDS and read it.
2. Fill in this information card legibly, staple the article to this card, and turn it in for the library display to the Library Media Generalist by ______________.
3. Read one of the displayed articles from the "AIDS: Be Aware and Show You Care" bulletin board in the library.
4. Fill in a second Information Card and turn it into the classroom teacher by ________________.

Cut along the dotted line. Staple your article to the card below.

✂ --

INFORMATION CARD
UP-TO-THE-MINUTE WITH NEWSPAPERS AND MAGAZINES

NAME: ______________________________

TITLE OF SOURCE: ____________________ DATE: __________

TITLE OF ARTICLE: ______________________________

____

AUTHOR: ____________________ PAGE: __________

MAIN IDEA: ____

____

____

____

FIVE INTERESTING THINGS I LEARNED:

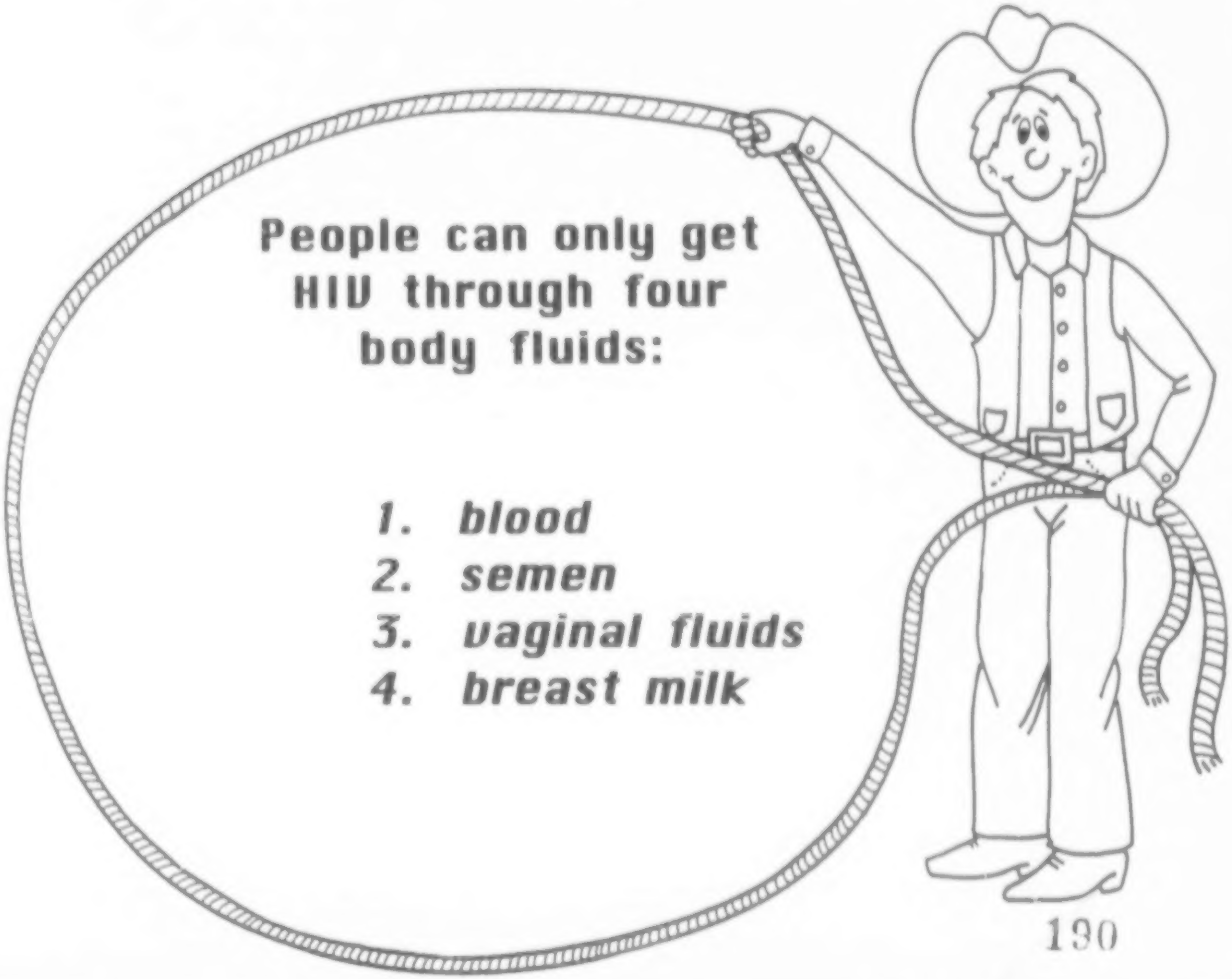
1. ____
2. ____
3. ____
4. ____
5. ____

YOU CAN ONLY GET AIDS FROM ...

Unit Vocabulary:

1. acquired
2. AIDS
3. blood
4. deficient
5. donate
6. gay
7. heterosexual
8. HIV
9. homosexual
10. immune system
11. intravenous
12. prevent
13. risk
14. semen
15. straight
16. syndrome
17. transfusion
18. vaginal fluids
19. white blood cells

Let's Rope the Facts !!



People can only get HIV through four body fluids:

1. ***blood***
2. ***semen***
3. ***vaginal fluids***
4. ***breast milk***

EXPERIMENT REPORT FORM

Group members: ______________________________

Activity Report

Don't Shoot Drugs

Don't Share Needles

EXPERIMENT: Transfer of HIV Virus Through the Blood

1. What is the question or problem? ______________________________

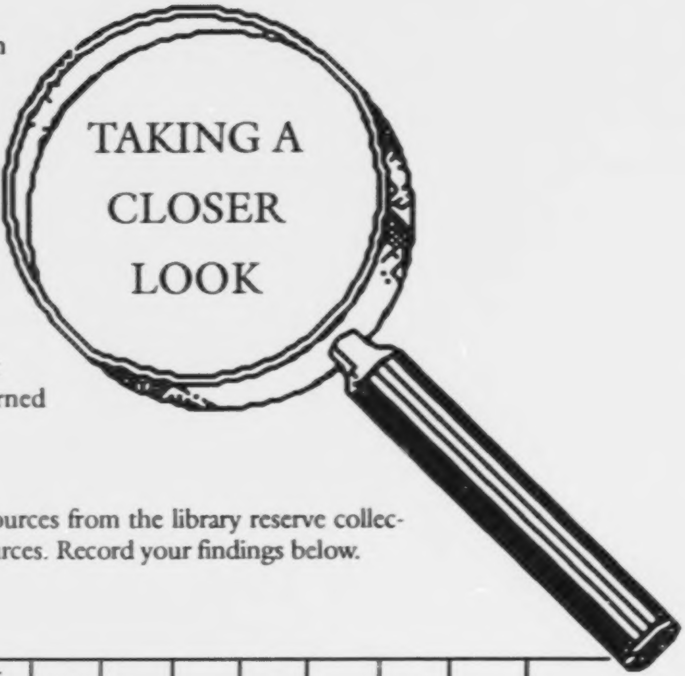
2 What materials are needed? ______________________________

3. Describe the procedure in your own words. ______________________________

4. Describe the results. ______________________________

5. What conclusions can you draw from this experiment? ______________________________

Name ______________________________ Class _____________ Date ___________



TAKING A CLOSER LOOK

It is important to have accurate information on the topic of AIDS. Two ways to help determine accuracy are:

1. Check the source of information. Is it a credible source such as a professional in the field of health (physician, nurse, health educator, etc.)?
2. Is the information from a current source? This is very important because knowledge about AIDS has changed considerably since it was first identified and new information is learned all the time.

DIRECTIONS:

Using a minimum of 4 sources per group, scan sources from the library reserve collection to determine the more reliable or accurate sources. Record your findings below.

TITLE of SOURCE (and issue date if periodical)	I CHECKED THE:	publication date for currency	author(s) for credibility	table of contents for coverage	I FOUND THIS SOURCE TO BE:	very accurate	mostly accurate	mostly inaccurate	very inaccurate
1.									
2.									

Before going any further, explain your answers to your teacher or library media generalist: Teacher's initials ______

3.									
4.									
5.									
6.									

THE LATEST ON AIDS

SHARE THE FACTS ABOUT HIV/AIDS WITH YOUR PARENTS!!

A. List three facts about HIV/AIDS that the class decides are important. Then add three more facts to the list that you would like to share.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

B. How did your parents react? Did you inform them of something new? Did they share any new information with you?

____

____

____

IT'S GREAT WE'RE ALL DIFFERENT

DIRECTIONS: Fill in the section of the circle that corresponds with the items below with the color that best describes you.

- The color of your house.

- Your favorite ice cream:
  Yellow for vanilla
  Orange for peach
  Red for strawberry
  Brown for chocolate
  Green for mint choc chip
  Blue for another kind

- Your favorite school subject:
  Red for science
  Yellow for social studies
  Blue for health
  Purple for math
  Green for spelling
  Orange for reading

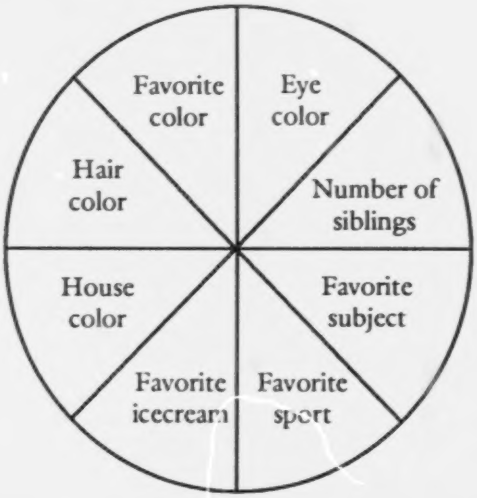
- The color of your hair.

- The color of your eyes.

- Number of siblings:
  Green for 0
  Orange for 1
  Purple for 2
  Blue for 3
  Yellow for 4
  Red for 5 or more

- Your favorite sport:
  Yellow for soccer
  Green for baseball/softball
  Red for swimming
  Brown for skiing
  Blue for basketball
  Black for any other

- Your favorite color.



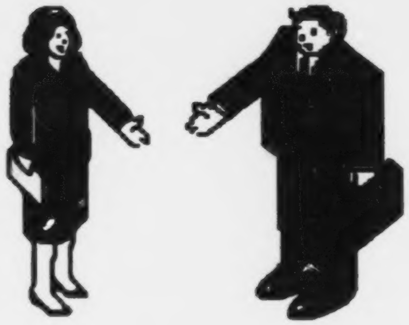
ROLE PLAYING EVALUATION

Name ______________________ Class __________ Date __________

Each of you will take part in a role play. The teacher will give you a scenario and in groups of three, each of you will play one of the following parts.

- a person aware of the facts about AIDS
- a person who in unaware of facts about AIDS
- a person who has AIDS

As you act out your part you will try to convince the audience. Each group will be evaluated according to the criteria below.



	Team 1			Team 2			Team 3			
STUDENT NAMES										
Gave a convincing role portrayal										
Presented clear explanation of 'beliefs'										
Used complete sentences										
Spoke clearly, distinctly, and confidently										
Maintained eye contact										
Maintained the interest of the class										

KEY

Very Good = V
Satisfactory = S
Poor = P

Name ______________________ Date ___________ Class ________

SELF EVALUATION

HIV/AIDS Unit

1. Working in cooperative groups was both

a. ____

____

b. ____

____

2. I could have done a bit better if ____________________________

____

____

3. Two lessons in this unit I really liked were

a. ____

____

____

b. ____

____

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING
CURRICULUM PROJECT

UNIT EM-3

What You Need to Know About HIV/AIDS

◆

Maureen Gallant, *Library Media Generalist*
Alean Hunnewell, *RN*
Hanover Street School
Lebanon, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT EM-3

What You Need to Know About HIV/AIDS

◆

Maureen Gallant, *Library Media Generalist*
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Lebanon, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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What You Need to Know About HIV/AIDS

AUTHORS:
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(603) 448-2945

GRADE LEVEL: Sixth grade

SIZE OF GROUP: Four classes / average of 22 students

TIME PERIOD: Five periods (55 minutes)

UNIT OVERVIEW: This unit uses student cooperative discussion groups, journal writing, research activities, and magazine article summarizing as strategies to teach students about HIV and AIDS, how HIV affects the immune system and what behaviors put one at risk for HIV.

Throughout the unit the Library Media Generalist (LMG), the school nurse (RN), and the classroom teacher (CT) are involved in facilitating learning by questions, prompting, and guiding the students.

Student Background: Students are currently involved in three prevention programs - Health Skills for Life, Here's Looking at You, 2000, and DARE. There is an emphasis on peer pressure and refusal skills. Previous health/science topics include the reproductive system, the immune system, disease prevention and drugs. The students have had experience in using reference materials for research. All information skills are at the reinforcement level. Students have had considerable experience in working in cooperative groups.

UNIT GOAL: The student will demonstrate the ability to apply personal health promotion/disease prevention concepts to reduce the risk of HIV infection. (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 5 - 6, Student Outcomes 5)

UNIT OBJECTIVES:

1. The student will be able to define HIV and its affects on the immune system. (Grades 5-6, Outcome 5, Indicators 1, 2)
2. The student will be able to understand the connection between at-risk behavior and ways in which HIV is/is not transmitted. (Grades 5 -6, Outcome 5, Indicators 3, 4)

INFORMATION SKILLS OBJECTIVES:

The student will:

1. Extract/record information from a filmstrip or video.
2. Brainstorm in discussion groups and contribute at least one relevant point.
3. Analyze and summarize information in a response journal.
4. Take notes and summarize information from a magazine article.
5. Use reference books and take notes on key vocabulary words.

UNIT EVALUATION: The students are evaluated in several ways. The Library Media Generalist, the Nurse, and the Classroom Teacher are all involved in observing students and tracking their progress while in discussion groups (See Appendix E) and doing research (See Appendix F). All evaluate the students' journals, the magazine article summaries, the research product, and participation in class (See Appendix C).

DAY 1 - Unit Introduction/Pretest
Classroom
LMG, RN, CT
55 minutes

Learning Objectives:

1. The student will be able to define HIV and its affects on the immune system. (Grades 5-6, Outcome 5, Indicators 1, 2)
2. The student will be able to understand the connection between at-risk behavior and ways in which HIV is/is not transmitted. (Grades 5 -6, Outcome 5, Indicators 3, 4)

Information Skills Objectives:

The student will:

1. Extract/record information from a filmstrip or video.
2. Brainstorm in discussion groups and contribute at least one relevant point.
3. Analyze and summarize information in a response journal.
4. Take notes and summarize information from a magazine article.
5. Use reference books and take notes on key vocabulary words.

Materials Needed:

HIV/AIDS Pretest (Appendix A)
Student Assignment Sheet (Appendix B)
Student Evaluation Criteria (Appendix C)
Magazine Article Summary (Appendix D)

Procedure:

1. Give overview of unit's goal and objectives.
2. Explain the assignments and the evaluation process.
3. Conduct assessment of prior knowledge (pretest).

DAY 2 - Filmstrip/Discussion

Classroom
LMG, RN, CT
55 minutes

Learning Objective:

1. The student will be able to define HIV and its affects on the immune system.

Information Skills Objectives:

1. Extract/record information from a filmstrip or video.
2. Brainstorm in a discussion and contribute at least one relevant point.
3. Analyze and summarize information in a response journal. (Homework)
4. Take notes and summarize information from a magazine article. (Homework)

Materials Needed:

Filmstrip : The Immune System: Our Internal Defender; Doing It's Part (See bibliography)
Cooperative Group Discussion Tracking Sheet (Appendix E)

Procedure:

1. Introduce and show the filmstrip. Students take notes.
2. Divide the class into four discussion groups. Each group needs a leader, a recorder, and a reporter.
3. Group summarizes key points and brainstorms a common definition of HIV.
4. Each group shares summary using the overhead projector.
5. Remind students about response journal homework and magazine article summary.

Evaluation: Using the Cooperative Group Discussion Sheet the LMG, RN, CT each track the students in their groups during the group discussions.

DAY 3 - Video/Discussion
Classroom
LMG, RN, CT
55 minutes

Learning Objective:
2. The student will be able to understand the connection between at-risk behavior and ways in which HIV is/is not transmitted.

Information Skills Objectives:
The student will:
1. Extract/record information from a filmstrip or video.
2. Brainstorm in a discussion and contribute at least one relevant point.
3. Analyze and summarize information in a response journal. (Homework)
4. Take notes and summarize information from a magazine article. (Homework)

Materials Needed:
Video: AIDS, You Write the Prescription (See bibliography)
Cooperative Discussion Tracking Sheet (Appendix E)

Procedure:
1. Introduce and show videotape. Students take notes.
2. Students return to cooperative discussion groups from Day 2 and brainstorm a list of ways that the virus is and is not transmitted. Each group generates a list "Facts versus Myths."
3. Groups share lists on overhead. Discuss.
4. Remind students about response journal homework and magazine article summaries.

Note: Journals need to be collected each day and returned to the students at the end of the day or the next morning. With three teachers reading the journals it is possible to read and respond to them in this short time frame.

Evaluation: Using the Cooperative Group Discussion Tracking Sheet the LMG, RN, CT each track the students in their groups during the group discussions.

DAY 4 - Library Research

LMC
LMG, RN, CT
55 minutes

1. The student will be able to define HIV and its affects on the immune system.

Information Skills Objectives:

The student will:

5. Use reference books and take notes on key vocabulary words.

Materials Needed:

Research Evaluation Tracking sheet (Appendix F).
3 x 5 cards

Procedure:

Note: Prior to class pull reference books and other books that contain information about the words students will be researching.

1. LMG reviews with students the notecard format. (See Assignment #3 on the Assignment Sheet.)
2. LMG reviews with students the criteria by which they will be evaluated. (See # 3 on Student Evaluation Sheet.)
   NOTE: If students have not had much research experience, more explanation and time to do the assignment will be required.
3. Students work on researching the definitions of words.

Evaluation: LMG, RN, CT observe and track students as they conduct their research.

DAY 5 - Wrap-up

Library Media Center/Classroom
LMG, RN, CT

Materials Needed:

Self-Evaluation form (Appendix G)
Pretest (Appendix A)

Procedure:

1. If students have not completed library research use the first half of the class to complete.
2. If research is completed have students return to cooperative groups and share one article with each other.
3. Give students pretest as a posttest. Tell them that you will compare their answers on the pretest to see how much they have learned.
4. #5 above.

HIV/AIDS RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

Books:

Aiello, Barbara and Jeffrey Shulman. Friends for Life. Twenty-first Century Books, 1989.
Hawkes, Nigel. AIDS. Gloucester Press, 1987.
Hyde, Margaret O. and Elizabeth H. Forsyth. AIDS, What Does It Mean to You? (3rd Edition) Walker and Co., 1986.
Hyde, Margaret O. Know about AIDS. Walker and Co., 1990.
LeMaster, Leslie. Bacteria and Viruses. Children's Press, 1985.
Sanford, Doris. David Has AIDS. Multnomah Press, 1989.
Taylor, Barbara. Everything You Need To Know About AIDS. Rosen Publishing, 1988.

Encyclopedias:

Growing Up With Science
The Illustrated Encyclopedia of Family Health
Raintree Science Encyclopedia
Science and Technology Illustrated
Young Student's Learning Library

Periodicals:

Articles from:
Newsweek
Time
Sport

Non-Print Media:

AIDS: You Write the Prescription. (VHS) Continental Press, 1988.
The Immune System: Our Internal Defender, Marshfilm, 1991.
The Immune System: Doing Its Part, Marshfilm, 1991.

Name: ____________________

HIV PRETEST

This is a pretest. You will not be graded, but do the best you can. If you think the answer is true, circle T. If you think the answer is false, circle F. If you are not sure, circle 'Don't know.'

1. HIV stands for Human Immune Virus. **T F Don't know**

2. AIDS stands for Acquired Immunodeficiency Syndrome. **T F Don't know**

3. A person can be infected with HIV and have a test result saying that s/he is not infected. **T F Don't know**

4. AIDS is the last stage of the HIV infection. **T F Don't know**

5. The virus that causes AIDS is found in the blood. **T F Don't know**

6. HIV virus can be transmitted by kissing. **T F Don't know**

7. People who are not sexually active, are less likely to contract HIV. **T F Don't know**

8. Children can be born with HIV if their mothers have HIV. **T F Don't know**

9. Sharing drug needles will not affect a person's chance of getting the HIV virus. **T F Don't know**

10. Blood transfusions are a possible source for transmitting the HIV virus. **T F Don't know**

11. You can get HIV from drinking from a water fountain. **T F Don't know**

12. At this time there is no cure for AIDS. **T F Don't know**

ASSIGNMENT SHEET

Name: ____________________________________

1. JOURNAL You must write a journal entry for each Days 2, 3, 4. (Minimum - one page) It should be a summary of the information covered in the film and the discussion. You might want to indicate if the film was good/fair/poor - why? too much information? Also, if you have any questions list them and indicate whether you want a written reply or a response in class. (Journals are due on Days 3, 4, and 5.)

DATE DUE ____________ CHECKPOINT ____________
DATE DUE ____________ CHECKPOINT ____________
DATE DUE ____________ CHECKPOINT ____________

2. MAGAZINES/NEWSPAPERS Locate and bring to class at least 2 articles relating to HIV/AIDS. Take notes and summarize the facts presented on the Magazine Article Summary form. (Minimum one per article)

DATE DUE ____________ CHECKPOINT ____________
DATE DUE ____________ CHECKPOINT ____________

3. Use books found in the REFERENCE section of the library and on the reserve cart to find the meaning of the following words.

AIDS HIV IMMUNE SYSTEM VIRUS EPIDEMIC

You must use at least one 3 x 5 card for each word. Use the following format.

a. Word
b. Title of book
c. Copyright date
d. Vol. #
e. Page #
f. Key words/phrases
g. Summary - define word on back of card in your own words.

DATE DUE ____________ CHECKPOINT ____________
Make sure that the librarian initials each card.

EVALUATION SHEET

This explains how you will be evaluated.

Name ______________________

1. ______________ JOURNAL After each class, write a summary of each day's activities. Discuss how the fs/video/discussion met the day's objectives. List any questions left unanswered or raised by the discussion. Minimum one page per class.

18 points (6 points possible per entry)

2. ______________ MAGAZINES/NEWSPAPERS A written summary of at least two articles is required. Use the form provided.

___ identifies main ideas.
___ writes key words or phrases in own words.
___ summarizes article
___ organization of summary

10 points (5 points possible per article)

3. ______________ RESEARCH Definition of vocabulary words. Notecards - minimum 1 per word.

You will be evaluated on the following:

___ use of index
___ use of cross references
___ use of scanning/skimming
___ evaluates usefulness of resource
___ writes key words or phrases in own words
___ summarizes to define term
___ bibliography

26 points (21 points possible for process, 1 point per card)

4. ______________ CLASS PARTICIPATION Your involvement in class discussions, group discussions and asking questions related to information presented is an important part of your evaluation.

___ works cooperatively in group
___ accomplished task
___ contributed to discussion

10 points (2 points possible per day)

MAGAZINE ARTICLE SUMMARY

Clip to article.

Name ____________________ Date __________

Title of article: ______________________________

Source: ______________________________

MAIN IDEA:

Notes

Summary

COOPERATIVE GROUP DISCUSSION TRACKING SHEET

In their cooperative groups, each student contributes one relevant point (idea) during each brainstorming session. Use the following key to evaluate.

KEY
3 = enthusiastically and correctly contributes.
2 = contributes but often needs prompting and clarifying questions.
1 = contributes only with prompting; ideas unclear.
0 = off task; does not cooperate

Group: ______ Date ________

STUDENTS	SCORE	COMMENTS
1.		
2.		
3.		
4.		
5.		

Group: ______ Date ________

STUDENTS	SCORE	COMMENTS
1.		
2.		
3.		
4.		
5.		

RESEARCH EVALUATION

Procedure: In the Library Media Center the student will use preselected reference books to define and explain the following terms.

1. AIDS 2. HIV 3. Immune System 4. Virus 5. Epidemic

Students must use a minimum of one 3 x 5 index card per term. (See Assignment Sheet for format.)

Check and observe students for use of indicated research skills. Use the following key.

KEY 3 = Works independently
2 = Works independently most of the time and completes task
1 = Assistance needed
0 = Off task; does not complete

STUDENTS	uses index	uses cross references	scans & skims	evaluates usefulness of resources	writes key words or phrases in own words	summarizes to define term	bibliography	total points	Comments
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									

STUDENT SELF EVALUATION and UNIT EVALUATION

Name ______________________ Unit ________ Date _______

Circle the response that best fits you.

During this unit:

1. I worked cooperatively with my group members	Most of the time	Some of the time	Never
2. I used my time effectively	Most of the time	Some of the time	Never
3. I completed assignments on time	Most of the time	Some of the time	Never
4. I was satisfied with my work	Most of the time	Some of the time	Never
5. I enjoyed this unit	Most of the time	Some of the time	Never

……

Please complete the following statements.

1. The thing I liked best about this unit was...

____

2. Next time the unit would be better if ...

____

3. The most important thing I learned is...

____

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT EM-4

Communicable and Non-Communicable Diseases

◆

Kathleen Dolphin, *Grade 6 Health Teacher*
Ellen Gintz, *Guidance Counselor*
Cheryl Norris, *Library Media Generalist*
Matthew Thornton Elementary School
Londonderry, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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Communicable and Non communicable Diseases

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GRADE LEVEL: Sixth Grade

TIME PERIOD: 8 classes periods of 50 minutes each.
This unit was planned for three grade six health classes. Each class of 30 students meets 50 minutes, twice a week, over a period of four weeks.

OVERVIEW:

This resource-based learning project on diseases allows students to develop skills in research, collection and organization of data, small group studies, and large group information sharing. The culminating activity is a game show which makes use of student generated questions.

STUDENT BACKGROUND:

Ability Level: The majority of students are on sixth grade level or above in reading. Twenty-five percent of the students are below grade level or are receiving special assistance.

Previous information skills assumed:
...experience in brainstorming activities
...notetaking by looking for key words and main ideas
...translation of notes into own words
...use of index in an encyclopedia and in books

Previous conceptual knowledge assumed:
...stress management
...care and well being of their bodies
...basic nutritional needs

UNIT GOAL:

The student will understand the factors related to communicable and non-communicable diseases that contribute to wellness. (based on Student Outcome 2, *New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 7 & 8, p. 51)

UNIT OBJECTIVES:

The student will ...

A. understand the terms communicable and non-communicable diseases. (Grades 5&6, Student Outcome 2, Indicator 1)
B. understand the causes, transmission and prevention of the disease they have chosen to research. (Grades 5&6, Student Outcome 2, Indicator 2)
C. understand the basics of the body's immune system (Grades 5&6, Student Outcome 2, Indicator 5)

INFORMATION SKILLS FOCUS:

The student will use...

A. brainstorming techniques to identify the information base and information needs.
B. notetaking skills to record information from different sources in his/her own words.
C. key words to search and locate information.
D. categorization skills to classify information about communicable and non-communicable diseases.
E. analytical skills to individually formulate written questions from information.
F. oral communication skills to demonstrate an understanding of subject matter.

EVALUATION:

Student progress is evaluated on the checklist that the teacher, LMG, and guidance counselor complete during each phase of the project. Content understanding is evaluated by observing students during the final game activity.

PERIOD ONE - Filmstrip/Key words

Time: 50 minutes

Persons Accountable: Teacher

Class Location: Classroom

Unit Objectives:

A. The student will understand the terms communicable and non-communicable diseases.
C. The student will understand the basics of the body's immune system.

Information Skills:

B. The student will use notetaking skills to record the information from different sources in his/her own words.
C. The student will use key words to search and locate information.

Materials and Resources:

Filmstrip kit - The Immune System, Marshfilm Enterprises, 1991.
Key Words worksheet (Appendix A)
Evaluation Tracking Sheet (Appendix B)

Teaching Strategies:

Concept and information objectives are taught by the teacher using ...
...filmstrip (projector)
...key words handout

Learning Activities:

1. Show the two part filmstrip The Immune System.
2. Have students write five key words in the boxes on the key word sheet during the filmstrip.
3. Following the filmstrip, have students write definitions of the key words, in their own words, inside the pacman figure on the key words sheet.
4. Collect the key word sheets.

Evaluation:

Evaluate key word sheets by criteria indicated on the Evaluation Tracking Sheet.

PERIOD TWO - Concept reinforcement

Class Location: Classroom

Unit Objectives:

A. The student will understand the terms communicable and non-communicable diseases.

C. The student will understand the basics of the body's Immune System.

Information Skills:

B. The student will use notetaking skills to record information from different sources in his/her own words.

C. The student will use key words to search and locate information.

F. The student will use oral communication skills to demonstrate an understanding of subject matter.

Materials and Resources:

Filmstrip kit: Our Immune System, Marshfilm Enterprises, 1991.

Teaching Strategies:

Concept and information objectives are taught by teacher using...
...filmstrip projector
...key word handout
...discussion

Learning Activities:

1. Hand back student keyword sheets from Period One.
2. Repeat showing of filmstrips from Period One for reinforcement of material. Have students make adjustments on their key word sheets as necessary.
3. Have students discuss key words and definitions from the Period One keyword sheet.

PERIOD THREE - Overview/Brainstorming/Topic approval

Persons Accountable: Teacher, Guidance Councelor, LMG

Class Location: Classroom & LMC

Unit Objectives:

A. The students will understand the terms communicable and non-communicable diseases.

Information Skills:

A. The student will use brainstorming techniques to identify the information base and the information needs.

D. The student will use categorization skills to classify information about communicable and non-communicable diseases.

Materials and Resources:

Please see attached Resource List for a complete bibliography of all materials used during this class period.
3 x 5 note cards

Teaching Strategies:

Concept and information objectives are taught by the teacher using...
...brainstorming techniques
...discussion

Learning Activities:

1. Explain to student what is expected from them over the course of the unit. (an overview and rationale of the unit).
2. Lead a brainstorming activity which involves students in listing communicable and non-communicable diseases.
3. Have students select one disease from the brainstorming list and write it on a 3 x 5 note card.
4. Have students brainstorm to identify the information they want to know about the disease they have chosen to research.
5. Categorize student responses into subtopics such as causes, transmission, treatment, and cures. Subtopics may vary according to student responses from the brainstorming list.
6. Have students choose two subtopics to research and write them on the 3 x 5 note card.
7. Have students report to LMC for topic approval by the LMG.

Evaluation:

LMG will approve the choice of topic and subtopics on the tracking/evaluation sheet. These are checked to make sure that each topic is relevant and that material can be located in the library media center for the topic and subtopic. If topics or subtopics are not relevant, students will find a new topic or subtopic.

PERIODS FOUR & FIVE - Topic and subtopic research

Persons Accountable: Teacher, LMG, Guidance Counselor

Class Location: LMC

Unit Objectives:

B. The student will understand the causes, transmission, and prevention of the disease they have chosen to research.

Information Skills:

E. The student will use note-taking skills to record information from different sources in his/her own words.
C. The student will use key words to search and locate information.
D. The student will use categorization skills to classify information about the disease they have chosen to research.
E. The student will use analytical skills to individually formulate written questions from information.
F. The student will use oral communication skills to demonstrate an understanding of subject matter.

Materials and Resources:

Please see the Resource List for a complete bibliography of all materials used during this class period.
3 x 5 cards

Teaching Strategies:

Concept and information objectives are taught by teacher and LMG and guidance counselor through direction of student research activities.

Learning Activities:

1. Have students research their chosen topic and subtopic in the LMC and obtain 5 facts in each subtopic. Have students write each fact on the front of a separate 3 x 5 card.
2. Have the students write out one question and answer from each fact. Have the students write the question and answer on the back of the 3 x 5 card.
3. Track the students progress at intervals of 15 minutes using Tracking Sheet.

Evaluation:

The teacher, LMG and guidance counselor each have an evaluation tracking sheet during the research periods. Students are asked to check in with their assigned adult facilitator at 15 minute intervals to be checked for their progress in recording facts and questions.

PERIOD SIX - Peer Tutor Groups

Persons Accountable: Teacher, LMG and Guidance Counselor.

Class Location: LMC

Unit Objectives:
A. The student will understand the terms communicable and non-communicable diseases.
B. The student will understand the causes, transmission, and prevention of the disease they have chosen.
C. The student will understand the basics of the body's immune system.

Information Skills:
F. The student will use oral communication skills to demonstrate an understanding of subject matter.

Materials and Resources:
Questions and data (notes) collected by the students.

Teaching Strategies:
Concept and information objectives are taught through peer tutoring techniques, discussion, and co-operative learning groups.

Learning Activities:
1. Divide students into three peer tutor groups. Each group should contain a variety of diseases researched by the students and should be monitored by an adult facilitator.
2. Have students share the data they have collected with the members of their group.
3. Have students study the questions they have written in preparation for the culminating activity, which is a game show in Lesson 7.

PERIODS SEVEN & EIGHT - Team competition

Persons Accountable: Teacher, LMG, Guidance Counselor

Class Location: Classroom

Unit Objectives:

A. The student will understand the terms communicable and non-communicable diseases.
B. The student will understand the causes, transmission, and prevention of the disease they have chosen.
C. The student will understand the basics of the body's Immune System.

Information Skills:

F. The student will use oral communication skills to demonstrate an understanding of subject matter.

Materials and Resources:

Questions formulated by the students

Teaching Strategies:

Concept and information objectives are taught through co-operative learning groups in a question and answer format.

Learning Activities:

1. Divide students into six groups of 4-6 children, ensuring that each peer tutor group is represented evenly. These are the teams for the game.
2. Assign two teams to each adult facilitator.
3. Have each adult facilitator direct a competition between their two teams. The competition consists of the adult facilitator using the student-prepared questions and answers.
4. Have the facilitator ask a team one of the questions. Allow team members to consult for 30 seconds before giving an answer. Give the team a point if they answer correctly. Allow the second team to attempt to answer the same question if the first team is not successful. Repeat the process with the second team until a team earns 10 points.
5. Have the three winning teams compete against each other, following the same procedure with the following exceptions:
    a. Teams may not answer a question that has been presented to another team.
    b. Declare the winning team after 20 minutes of competition based on which team has earned the most points.

In the event of a tie, play until a team misses a question.

Evaluation:

Content undertsanding is evaluated by observing students.

RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

BOOKS

Anderson, Madelyn Klein. Environmental Diseases. Watts, 1987.
Bean, Nicholas. AIDS and Drugs. Watts, 1988.
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Hausherr, Rosemarie. Children and the AIDS Virus. Clarion, 1989.
Hawkes, Nigel. AIDS. Gloucester Press, 1987.
Hughes, Barbara. Drug-Related Diseases. Watts, 1987.
Hyde, Margaret 0. AIDS: What Does it Mean to You. Walker, 1989.
Hyde, Margaret O. Know About AIDS. Walker, 1990.
Landau Elaine. Alzheimer's Disease. Watts, 1987.
Lerner, Ethan A. Understanding AIDS. Lerner, 1987.
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Norse, Alan. Your Immune System. Watts, 1982.
Silverstein, Alvin. AIDS: Deadly Threat. Enslow, 1986.
Silverstein, Alvin. Cancer: Can it be Stopped? Lippincott, 1987.
Silverstein, Alvin. The Sugar Diseases. Lippincott, 1980.
Smalley, Simon. Living With Cancer. Watts, 1990.
Swenson, Judy Harris. Cancer: The Whispered Word. Dillon, 1986.

ENCYCLOPEDIAS

Academic American Encyclopedia, 1991.
Compton's Encyclopedia, 1988.
New Book of Knowledge, 1988.
World Book Encyclopedia, 1990.

NON-PRINT MEDIA

AIDS Alert for Youth. (VHS video) Sunburst, 1989.
Health: AIDS (videodisc) ABC News Interactive, 1990.
The Immune System. (filmstrip) Marshfilm Enterprises, 1991.

COMMUNICABLE and NON-COMMUNICABLE DISEASES

TIMELINE

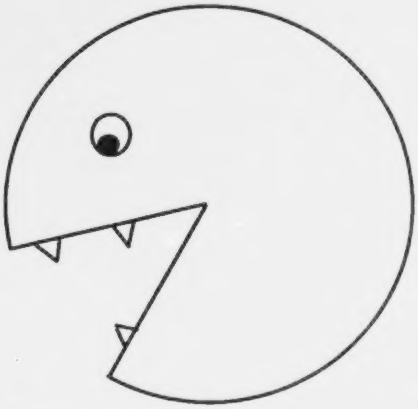
WEEK 1 CLASSROOM	PERIOD 1 FILMSTRIP PARTS 1&2 KEYWORD WORKSHEET	PERIOD 2 REVIEW FILMSTRIP PARTS 1&2 DISCUSS KEYWORDS & DEFINITIONS FROM KEYWORD WORKSHEET
WEEK 2 CLASSROOM & LMC	PERIOD 3 UNIT OVERVIEW BRAINSTORMING ACTIVITY TOPIC APPROVAL	PERIOD 4 TOPIC & SUBTOPIC RESEARCH QUESTION & ANSWER CARDS
WEEK 3 LMC	PERIOD 5 TOPIC AND SUBTOPIC RESEARCH QUESTION & ANSWER CARDS	PERIOD 6 PEER - TUTOR GROUPS
WEEK 4 CLASSROOM	PERIOD 7 TEAM COMPETITION	PERIOD 8 TEAM COMPETITION

Name: ____________________

KEY WORDS WORKSHEET

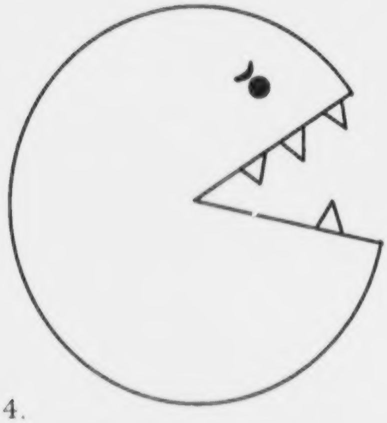
Write a key word from the filmstrip, The Immune System, in each of these rectangles. Additional directions will be given following the filmstrip.

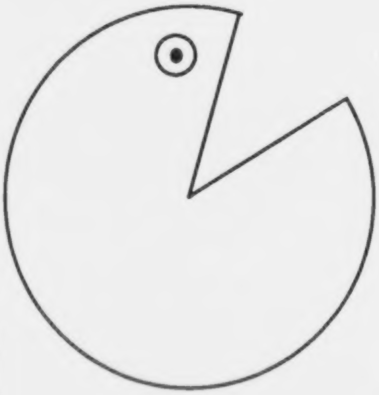
1.



2.

3.





4.

5.

EVALUATION TRACKING SHEET

COMMUNICABLE AND NON-COMMUNICABLE DISEASES

KEY TO EVALUATION TRACKING SHEET

KEY WORD	TOPIC CHOICE	FACTS	QUESTIONS
1 = located less than 5 key words 2 = located 5 key words 3 = located 5 key words & definition 4 = located 5 key words & correct definition in own words	✔ = relevant topic ✔ = relevant subtopic	1 = found a fact 2 = found a fact & is expressed it in own words	1 = wrote a question 2 = wrote a question and can answer in own words

		STUDENT NAME:																
		Key Word																
		Topic choice																
		subtopic #1																
		subtopic #2																
SUBTOPIC 1	1.	Fact																
		Question																
	2.	Fact																
		Question																
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		Question																
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		Question																
	5.	Fact																
		Question																

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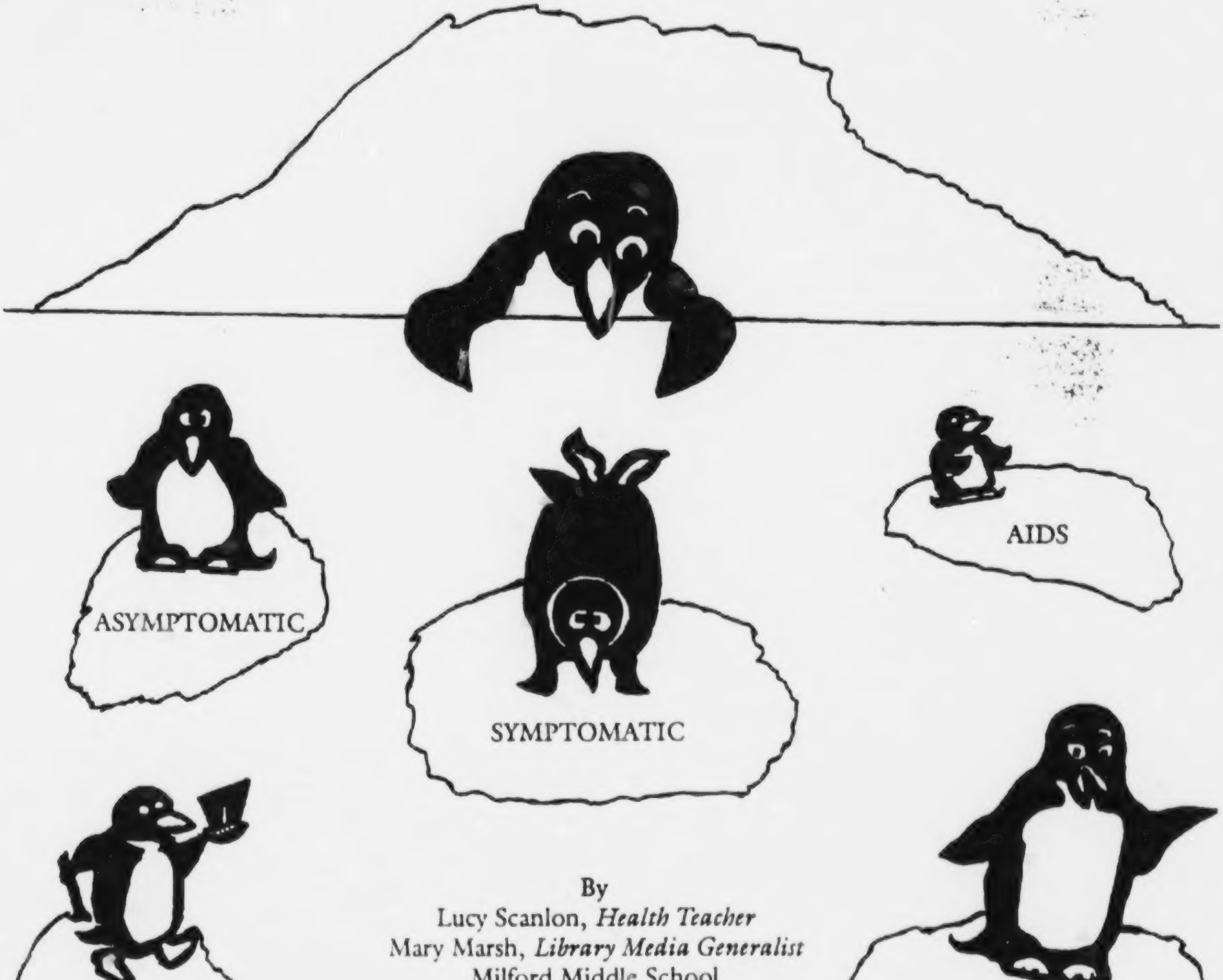
NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-1

AIDS Education: The Tip of the Iceberg



By
Lucy Scanlon, *Health Teacher*
Mary Marsh, *Library Media Generalist*
Milford Middle School
Milford, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-1

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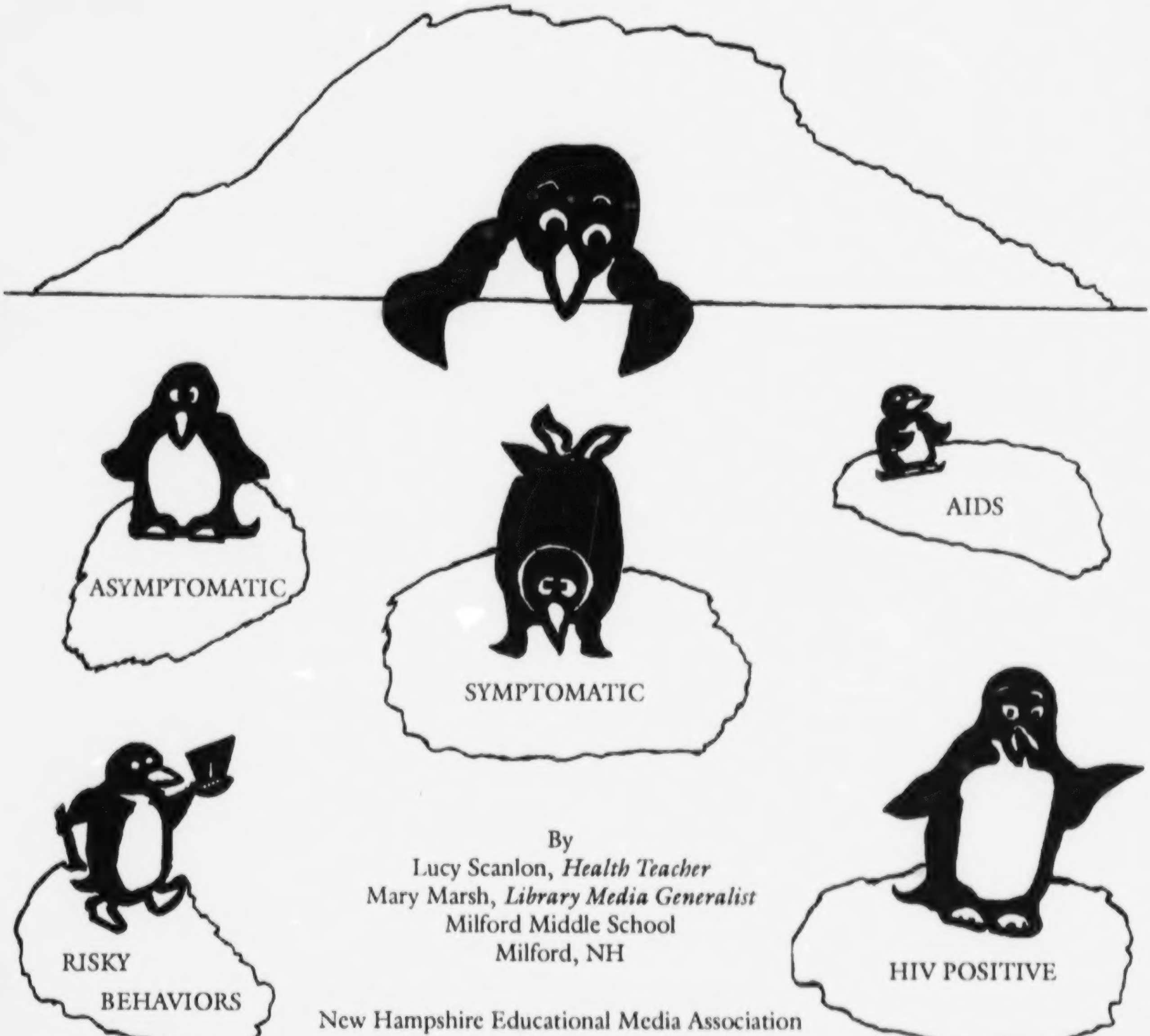

By
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This unit was written for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project. Administered by the New Hampshire Educational Media Association, the project was made possible with support provided under Cooperative Agreement #U63CCU 10388-02 between the New Hampshire Department of Education and the Division of Adolescent and School Health, Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control, Atlanta, GA 30333.

All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

Project Coordinator:
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Publications Editor:
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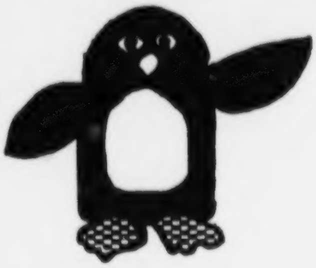
For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.



AIDS EDUCATION: THE TIP OF THE ICEBERG!

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AIDS Education: The Tip of The Iceberg

AUTHORS:

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GRADE LEVEL: 7 (140 students with 25-30 in each class) Health classes are heterogeneously grouped and modifications are made for mainstreamed students. The unit could be used in Grades 7-9.

TIME PERIOD: 10 class periods (42 minutes each)

OVERVIEW: Within a two week time frame, the Health Teacher (HT) and Library Media Generalist (LMG) assist the students in researching issues that are pertinent to HIV infection and AIDS. The HE and the LMG determine the number of days spent in the Health Room and the Library Media Center (LMC).

To introduce the students to the concept of resource-based learning we schedule a one week unit on drug research prior to the AIDS unit. We introduce the formats for notetaking, bibliography and grading at this time. A one week review of reproduction, sexually transmitted diseases, decision making and the terminology associated with these topics follows the drug unit. The same formats for the AIDS unit are also used for our Science Fair.

The students have an understanding of the differences between communicable and contagious diseases, the immune system, stresses that can negatively affect the body, and their own responsibility in preventing the spread of disease.

The students have demonstrated the ability to take notes, skim resources, pick out key words, evaluate resources for credibility, and write a bibliography.

UNIT GOAL:

The student will demonstrate an understanding of his/her individual responsibility in reducing his/her risk of acquiring the HIV/AIDS infection. (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 7 & 8: Student Outcome 5)

UNIT OBJECTIVES:

The student will:

1. Understand the advantages of delayed gratification over immediate gratification related to abstaining from the sex act. (Grades 7 & 8: Outcome 4, Indicator 1)
2. Identifies the behaviors which place people at higher risk of HIV infection. (Grades 7 & 8: Outcome 5, Indicator 4)
3. Discusses his/her personal right to abstain from high risk behaviors: drugs, alcohol, sexual activity. (Grades 7 & 8: Outcome 5, Indicator 6)
4. Understand the legal and social responsibilities involved in preventing the spread of the HIV infection. (Based on Grades 7 & 8 Outcome 1, Indicator, 7 and Outcome 5, Indicator 2).

INFORMATION SKILLS FOCUS: (R=Reinforce, I=Introduce)

The student will:

1. Brainstorm (R)
2. Examine resources to evaluate their credibility (R)
3. Summarize information (I)
4. Analyze information (I)

EVALUATION:

Student progress of activities is tracked on the student tracking sheet (Appendix 7) throughout the project. This tracking sheet helps the HT and the LMG know when students need assistance and coaching in working through their assignments.

The final project is evaluated in terms of the process used. Notes, paper, bibliography are all evaluated according to specific criteria noted on the evaluation sheet (Appendix 8).

Content knowledge is evaluated in terms of how well students perform on the postwriting exercise. (Appendix 9).

UNIT ORGANIZATION:

DAY ONE:

The HT meets with the students in the classroom and introduces the project. The students select a partner to work with. They complete a pretest exercise on their knowledge of AIDS/HIV infection. (Appendix 1) *NOTE: Have students begin a folder for papers that they will be receiving throughout the unit. This folder should include a copy of the Unit Calendar as well as the sample bibliography sheet, fact sheets, and their research questions which they will be receiving later in the unit.*

DAY TWO:

The HT leads a discussion on the information in the pretest and gives a background lecture on HIV/AIDS. It includes, along with information on HIV/AIDS, a review of the immune system, human reproduction, communicable/contagious diseases and the responsibility of the individual in preventing the spread of disease. Students take notes on the information using the Iceberg Worksheet (Appendix 2). Student partners work together to complete the sheet.

DAY THREE:

The HT presents a list of research topics dealing with HIV/AIDS that were developed with the LMG (Appendix 3). The student partners select a topic from the list to research. The student partners complete a prewriting exercise on AIDS/HIV (Appendix 4). They spend the rest of the period brainstorming to generate ideas on their issue.

DAY FOUR:

The students and (HT) meet in the LMC with the LMG. The HT and LMG have already assembled a selection of materials for the students to use for their research. The LMG distributes the fact sheets (Appendix 5)

that the students use to record their information on along with the information sheets on bibliography (Appendix 6). The LMG goes over all the sheets with the students to refresh their memories on setting up the facts sheets and the information needed for a bibliography. Review on key words by HT and LMG. HT gives a brief review of expectations for the report. Students begin to look at resources.
NOTE: Milford Middle School has worked to standardize the format our students use in doing bibliography. We have found the format provided in Appendix 6 to be very easy for our students to use. The Fact Sheets (Appendix 5) have been very helpful in keeping the students on track in recording their bibliography information and their notes on their research.

DAY FIVE:
Students continue to examine resources in the LMC. HT and LMG check student progress to make sure they are on track (Appendix 7). Students have located three resources they can use by the end of the period and recorded bibliography information on their sheets along with any notes they have taken that are directly related to their issue.

DAY SIX:
Because of our building situation, resources are moved to the Health Room to free up the LMC for other classes. Students have finished working on their fact sheets. The student partners begin to write their summary. Their completed bibliographies are due at the end of class. LMG, as the primary resource person, is available in the LMC for any students who need help with bibliography.

DAY SEVEN:
The students finish writing their summaries. They design a visual aid and prepare an oral presentation for the class on their topic. LMG is available in the LMC for anyone who needs help.

DAYS EIGHT and *NINE:*
Presentations are done in class with the HT and the LMG participating in the grading process (Appendix 8). The HT discusses any remaining topics not covered in the presentations and summarizes for students.

DAY TEN:
Evaluation sheets are given back and discussed. Students complete a unit quiz (Appendix 9), and if time permits, the Prewriting Exercise (Appendix 4) given on Day 3 is completed.as a postwriting exercise. This is not graded; however, it can serve as a means for evaluating attitudinal change regarding HIV/AIDS.

BIBLIOGRAPHY

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

Books

Alyson, Sasha ed. You Can Do Something About Aids. Boston: The Stop AIDS Project, 1988.
Archart-Treichel, Joan. Immunity. New York: Holiday House, 1976.
Blake, Jeanne. Risky Times. New York: Workman, 1990.
Gong, Victor. AIDS Facts and Issues. New Brunswick, NJ: Rutgers University Press, 1986.
Hyde, Margaret 0. and Forsyth, Elizabeth H. AIDS, What Does It Mean To You? Second Edition. New York: Walker and Company, 1990.
Merki , Mary Bronson. AIDS Education. Mission ills. CA: Glencoe/McGraw-Hill, 1990.
Merki, Mary Bronson. Education in Sexuality. Mission Hills, CA: Glencoe/McGraw-Hill, 1988.
Merki, Mary Bronson. AIDS and Society. Mission Hills, CA: Glencoe/McGraw-Hill, 1989.
Potts, Eve and Morra, Marion. Understanding Your Immune System. New York: Avon Books, 1986.
Scott, Marcia. Family Living and Sex Education. New York: Globe Book Company, Inc., 1988.

Magazine Articles

Various articles from Discover, Newsweek, Time, and U.S. News and World Report

Pamphlets

AIDS: The Facts. American Red Cross, May, 1986.
Drugs, Sex and AIDS. American Red Cross, November, 1988.
Facts About AIDS. U.S. Department of Health and Human Services, Spring 1986.
HIV Infection and AIDS. American Red Cross, May, 1989.
Understanding AIDS. U.S. Department of Health & Human Services, 1988.
Men, Sex and AIDS. American Red Cross, November, 1988.
No-nonsense AIDS Answers. Blue Cross and Blue Shield, 1987.
Women, Sex and AIDS. American Red Cross, November, 1988.

Other Sources of Information

AIDS Questions & Answers. New Hampshire Medical Society Publication.
AIDS—The Preventable Epidemic: Teacher's Guide. Portland, OR: Oregon State Health Division, 1986.
HIV/AIDS Education Reference Manual. The Greater Nashua AIDS Task Force, December, 1990.

AIDS EDUCATION: THE TIP OF THE ICEBERG — TEACHER CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Health Educator Pretest Select Partner Present General Information Tracking: Pretest completed I.O. #3 L.O. #2, #1	Health Educator Continue General Information Iceberg Worksheet Review Tracking: Iceberg Worksheet done I.O. #1 L.O. #3	Health Educator Prewriting Sheet Present questions Partners select question to answer Brainstorm Tracking: Risky behaviors sheet I.O. #2 L.O. #4	Health Educator & Librarian Explain fact sheet and bibliography sheet Introduce the preselected resources Tracking: One Fact Sheet done I.O. #2, #4 L.O. #2	Health Educator & Librarian Continue library research Tracking: Three Fact Sheets completed I.O. #4, #2 L.O. #2
Health Educator Writing paper - first draft Tracking: Bibliography is completed I.O. #3 L.O. #4	Health Educator Finish writing paper Plan presentation of oral report Tracking: Paper is finished I.O. #4, #3 L.O. #1	Health Educator & Librarian Oral Presentations I.O. #4, #3 L.O. #3	Health Educator & Librarian Continue Oral Presentations Health Educator summarizes and answers any of the questions not chosen by the class I.O. #4, #3 L.O. #3	Health Educator & Librarian Evaluation sheets Unit Quiz Postwriting I.O. #4, L.O. #4, #2

AIDS EDUCATION: THE TIP OF THE ICEBERG
PRETEST

Name ________________ Grade ___________ Period _________

Based on your knowledge, indicate whether the following statements are true or false.

1. AIDS is a medical condition in which your body cannot fight off certain diseases.
TRUE ___ FALSE___ NOT SURE___

2. AIDS is caused by a virus.
TRUE ___ FALSE___ NOT SURE___

3. Anybody can become infected with the AIDS virus.
TRUE ___ FALSE___ NOT SURE___

4. AIDS can be cured.
TRUE ___ FALSE___ NOT SURE___

5. People are contagious if they have been infected with the AIDS virus, even if they haven't gotten ill or shown signs of being infected.
TRUE ___ FALSE___ NOT SURE___

6. The AIDS virus is found in body secretions such as semen, blood, saliva, or tears.
TRUE ___ FALSE___ NOT SURE___

7. Women cannot get AIDS.
TRUE ___ FALSE___ NOT SURE___

8. Only homosexual or bisexual men can get AIDS.
TRUE ___ FALSE___ NOT SURE___

9. If you kiss someone with AIDS you will get the disease.
TRUE ___ FALSE___ NOT SURE___

10. You can get AIDS by shaking hands with someone who has AIDS.
TRUE ___ FALSE___ NOT SURE___

11. Most people who get AIDS usually die from the disease.
TRUE ___ FALSE___ NOT SURE___

12. Sexual abstinence can lower your risks of getting AIDS.
TRUE ___ FALSE___ NOT SURE___

13. You can get AIDS by sharing needles.
TRUE ___ FALSE___ NOT SURE___

14. Using a condom during sex can lower the risk of getting AIDS.
TRUE ___ FALSE___ NOT SURE___

15. Receiving a blood transfusion can give you AIDS.
TRUE ___ FALSE___ NOT SURE___

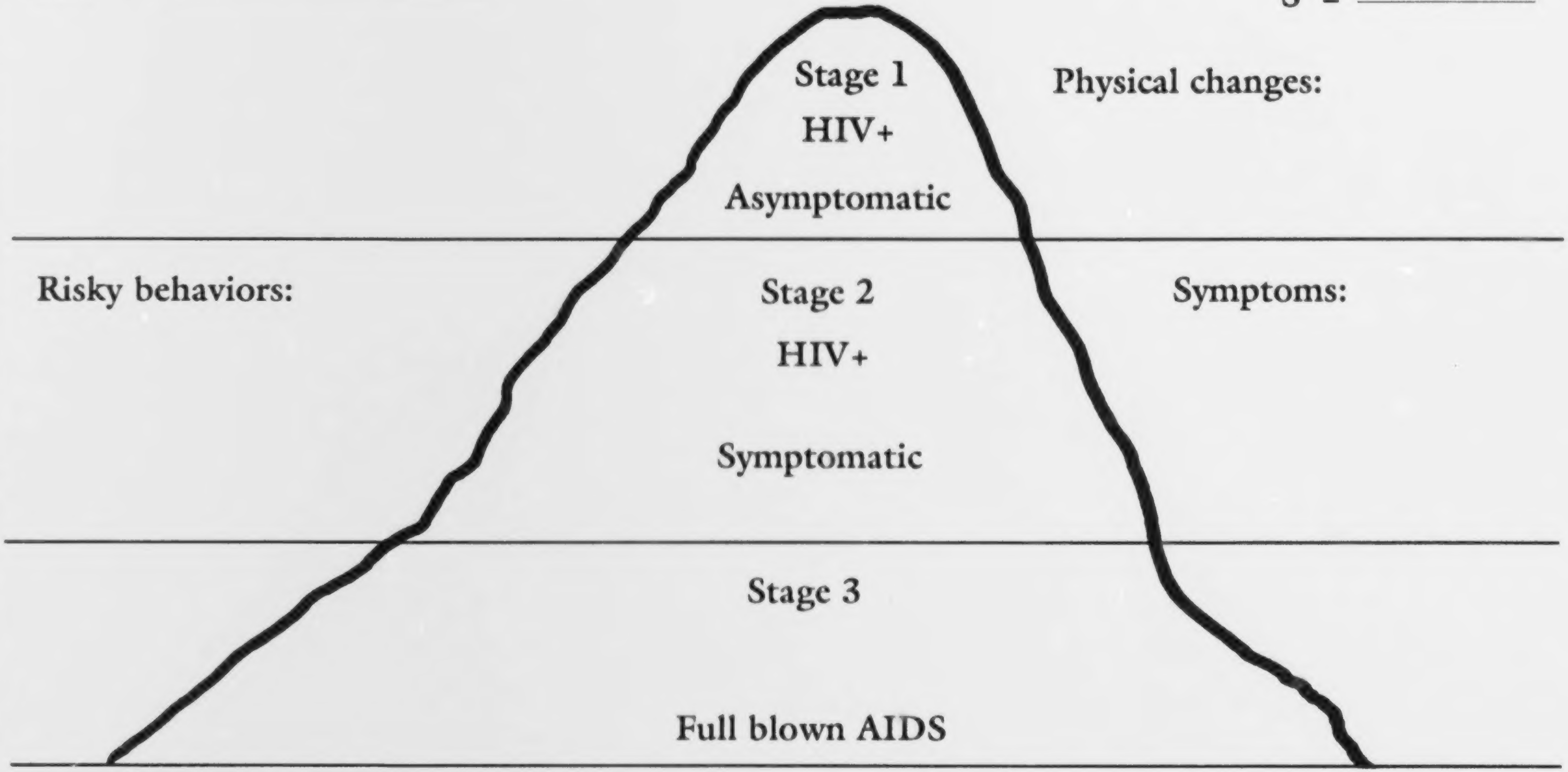
AIDS EDUCATION: THE TIP OF THE ICEBERG

Directions: Use this worksheet to take notes during the lecture on HIV/AIDS.

A = ____________
I = ____________
D = ____________
S = ____________

Name ______________________ Grade ______ Period ____________

HIV = ____________________



Physical changes:

Risky behaviors:

Symptoms:

Which body fluids transmit HIV Virus?

1. ________________ 3.
2. ________________ 4.

Name the two tests that diagnose HIV-Antibodies in the blood.

1. ______________ 2. ______________

AIDS EDUCATION: THE TIP OF THE ICEBERG
RESEARCH TOPICS

1. Define AIDS.

2. Determine your risks as a teenager of contracting AIDS.

3. Research the transmission of the AIDS virus.

4. Determine the affect AIDS has on the Immune System.

5. Define the three stages of AIDS development and their symptoms.

6. Outline the two tests used to diagnose AIDS and their possible results.

7. Discuss the role your decision making process has in protecting you from AIDS.

8. Define your best ways to prevent AID infection.

9. Compare the statistics of AIDS cases in NH with the rest of the United States.

10. Outline some common myths about contracting AIDS and state the correct facts.

11. Determine the population groups that have the greatest risk of contracting AIDS.

12. Discuss how people can avoid getting AIDS.

13. Determine the treatment of opportunistic diseases and AIDS.

14. Research the work being done to develop an AIDS vaccine and discuss the availability of it.

15. List the local and national resources for information on AIDS and for locating support groups for AIDS patients.

AIDS EDUCATION: THE TIP OF THE ICEBERG
PREWRITING EXERCISE

Name________________ Grade____________Period_________

After reading each unfinished sentence, write what you think would best complete the sentence.

1. AIDS is ____

2. Fearing HIV is ____

3. Avoiding HIV by sexual abstinence is ____

5. Not using intravenous drugs to avoid HIV is ____

6. For most young people, delayed sexual intercourse is ____

7. Resisting negative peer pressure is ____

8. Talking with parents about AIDS is ____

9. People infected with HIV should ____

10. People with AIDS need ____

11. Sitting next to a person with HIV would be ____

12. If a friend became infected with HIV, most young people would ____

13. Serving as an accurate source of HIV/AIDS information would be ____

AIDS EDUCATION: THE TIP OF THE ICEBERG
FACT SHEET

Name ____________________ Period __________

RESEARCH TOPIC: ______________________________

....

BIBLIOGRAPHY FOR YOUR RESOURCE: REMEMBER TO CHECK YOUR BIBLIOGRAPHY INFORMATION SHEET FOR THE CORRECT FORMAT.

....

NOTES: REMEMBER TO RECORD FACTS. DO NOT WRITE IN COMPLETE SENTENCES.

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BIBLIOGRAPHY FORMAT

When you are recording resources for your report, you will need to find out the following information in order to do a bibliography.

TYPE OF RESOURCE	SAMPLE INFORMATION
BOOK	
AUTHOR:	Saunders, James.
TITLE:	Honey Bees.
PLACE OF PUBLICATION:	New York:
PUBLISHER:	Time-Life Books,
COPYRIGHT DATE:	1985,
PAGES:	pp. 38-43.

Example:
Saunders, James. Honey Bees. New York: Time-Life Books, 1985, pp. 38-43.

ENCYCLOPEDIA ARTICLE	
AUTHOR:	Martin, Louise.
TITLE OF ARTICLE:	"Bees."
NAME OF ENCYCLOPEDIA:	Collier's Encyclopedia.
EDITION (YEAR):	1990 ed.,
VOLUME::	VOl. 2,
PAGES:	pp. 214-215.

Example:
Martin, Louise. "BEES." Collier's Encyclopedia 1990 ed., Vol. 2, pp. 214-215.

MAGAZINE ARTICLE	
AUTHOR:	Olsen, Arthur.
TITLE OF ARTICLE:	"The Killer Bees."
NAME OF MAGAZINE:	National Geographic,
DATE OF PUBLICATION:	April, 1988,
PAGES:	pp. 357-365.

Example:
Olsen, Arthur "The Killer Bees." National Geographic, April, 1988, pp. 357-365.

NEWSPAPER ARTICLE	
AUTHOR:	Morse, Fred .
HEADLINE (TITLE OF ARTICLE):	"Killer Bee Attack."
Appendix 6	
NAME OF NEWSPAPER	The New York Times,
DATE:	July 18, 1991,
PAGES:	pp. 15, 16 & 19.

Example:
Morse, Fred "Killer Bee Attack". The New York Times, July 18, 1991, pp. 15, 16 & 19.

INTERVIEW	
PERSON INTERVIEWED:	Arnold Walsh, Bee Keeper

(Continued)

NAME OF INTERVIEWER: Bobby Carter
DATE OF INTERVIEW: November 30, 1991

Example:
Walsh, Arnold, Bee Keeper. Interviewed by Bobby Carter. November 30, 1991.

NON-PRINT MEDIA
PROGRAM TITLE: Amazing Insects
WRITER/PRODUCER/DIRECTOR: Leonard Smith
TYPE OF MEDIA (Television program)
NETWORK (TV PROGRAM): CBS
COMPANY (VIDEO OR OVA):
DATE OF BROADCAST (TV PROGRAM): April 16 1990.
DATE OF ISSUE (VIDEO OR MOVIE):

Example:
Amazing Insects. (Television program) Produced by Leonard Smith. CBS Television Network. April 16, 1990.

PAMPHLET
RESPONSIBLE AGENCY: American Red Cross.
TITLE OF PAMPHLET: Basic First Aid.
PLACE OF PUBLICATION: New York:
PUBLISHING AGENCY: American Red Cross,
COPYRIGHT DATE: 1989.

Example:
American Red Cross. Basic First Aid, New York: American Red Cross, 1989.

Sample Bibliography

NON-PRINT MEDIA	Amazing Insects. (Television program)Produced by Leonard Smith. CBS Television Network. April 16, 1990.
PAMPHLET	American Red Cross. Basic First Aid, New York: American Red Cross, 1989.
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NEWSPAPER ARTICLE	Morse, Fred. "Killer Bee Attack". The New York Times. July 18, 1991. pp. 15, 16 & 19.
MAGAZINE ARTICLE	Olsen, Arthur. "The Killer Bees". National Geographic. April, 1988. pp. 357-365.
BOOK	Saunders, James. Honey Bees. New York: Time-Life Books, 1985, pp. 38-43.
INTERVIEW	Walsh, Arnold, Bee Keeper. Interviewed by Bobby Carter. November 30, 1991.

AIDS EDUCATION: THE TIP OF THE ICEBERG
TRACKING SHEET

Ranking Scale:
C = Complete: Satisfactory work; go on to next task.
I = Incomplete: Not enough appropriate information.
N = Needs Assistance: Discuss with resource person.

Student Names	Research Issue	Pretest	Iceberg Chart	Pre-Writing	Fact Sheet	Bibliography	Paper	Oral Presentation	Final Quiz

AIDS EDUCATION: THE TIP OF THE ICEBERG
PROJECT EVALUATION

Names: ____________________ and ____________________

Question: ______________________________

Grading:	Earned Points	Maximum Points
1. Fact Sheets/Resources:	________	50
2. Written 2 page paper:	________	50
3. Bibliography:	________	50
4. Presentation:	________	50
	Total:	________

Comments:

____

____

____

Grading: Each of the four sections can earn you a maximum of 50 points. The total value of the assignment is 200 points and it counts as a major test grade.

You can lose points if:

If you are lacking information:	-10
If your paper is not neat and/or in ink:	-10
If you are not using the proper formats:	-10
For turning your paper in late:	-10
Fact Sheet information does not answer your question:	-10

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AIDS EDUCATION: THE TIP OF THE ICEBERG
QUIZ

Name_________________________ Grade____

Period___________________ Date_____

1. What does A_____________ stand for?
I_____________
D_____________
S_____________

2. What is the name of the virus that spreads AIDS?____________

3. What is a person called who is HIV Positive, but has no symptoms?
____

4. What is one of the tests for AIDS?
____

5. What cell of our white blood cells is attacked by the virus that gives you AIDS?
____ cell.

6. At Stage Three of HIV/AIDS Virus, what are three diseases that can be acquired?

7. What four body fluids have been linked to the transfer of the AIDS virus?

8. What are some risky behaviors that you as a teenager can decide not to engage in?

9. What made you decide that these behaviors are risky to your health?

10. What are three ways that help prevent you from contracting the AIDS virus?

11. If someone is diagnosed as being HIV/AIDS Positive, what changes in their behaviors should they make?

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-2

Learning About HIV/AIDS: Information, Resources and Cooperation

◆

Heidi Webster, *Library Media Generalist*
Terri Pelletier, *7 - 8 Health Teacher*
Indian River School
West Canaan, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-2

Learning About HIV/AIDS: Information, Resources and Cooperation

❦

Heidi Webster, *Library Media Generalist*
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Indian River School
West Canaan, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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Learning About HIV/AIDS

AUTHORS:

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GRADE LEVEL: 7

TIME: Ten days/ 40 minute periods

OVERVIEW:

This unit for seventh grade health students integrates learning about HIV/AIDS with information skills development. It is designed for heterogeneously grouped classes of 20 to 30 students.

In this unit, students work with resources in the Library Media Center and participate in follow-up activities in class. Gathering, recording, and sharing information is emphasized. Cooperative projects for presenting information include group presentations and production of community HIV/AIDS resource booklets. Evaluation of students is based on individual written response to simulations based on unit objectives.

Seventh grade students at Indian River School are familiar with the layout of the Library Media Center and use of the card catalog. They have previously used the Children's Magazine Guide and have been introduced to the Abridged Readers Guide and the vertical file. If students are not familiar with these tools, some advance instruction may be necessary.

Indian River School students use the Quest curriculum in grades six through eight. Emphasis in Quest is on decision making, enhancing self-esteem, goal setting, and communication skills with peers and family. The seventh grade health curriculum centers around wellness and students taking responsibility for their own behavior. AIDS education is part of the unit taught in the seventh grade on sexually transmitted disease. The Quest curriculum is helpful background for this unit, but no specialized background material in health education is necessary for students participating in this unit.

We enjoyed the process of setting up and fine tuning a resource-based learning unit. Working as a team in the Library Media Center was a positive experience for us and for the students. It was fun to watch the ways that students approached the resource-based learning process. We look forward to creating similar units in the future.

UNIT GOAL:

The student will demonstrate an understanding of the HIV/AIDS infection and his or her responsibility in reducing personal risk and preventing the spread of this infection. (Based on Student Outcomes 2 and 5, for Grades 7 & 8, *New Hampshire HIV/AIDS Education Curriculum Guide.*)

UNIT OBJECTIVES:

1. The student will be able to relate symptoms and treatment of the HIV/AIDS infection and the demographics of those who are infected. (Grades 7 & 8: Outcome 2, Indicator 3; and Outcome 5, Indicators 1, 2 and 3)
2. The student will be able to explain the ways in which the HIV/AIDS virus is spread, identify behaviors which place people at risk of contracting the HIV/AIDS infection, and relate ways to prevent the spread of the virus. (Grades 7 & 8: Outcome 2, Indicators 1, 2, and Outcome 5, Indicators 2, 4, and 5)
3. The student will be able to identify area resources for additional information about HIV/AIDS. (Grades 7 & 8: Outcome 2, Indicators 4, 2, and Outcome 5, Indicator 8)

INFORMATION SKILLS FOCUS: The student will:

1. Brainstorm key concepts in a given area.
2. Select appropriate periodical resources through the use of magazine guides.
3. Find appropriate print resources through the use of the card catalog.
4. Take notes in a given area from various sources using his or her own words.
5. Write a bibliography.
6. Organize information in a given area and present that information orally in a group context.
7. Present information in a booklet format.

EVALUATION:

Students are evaluated daily using the CHECKPOINT system. At each CHECKPOINT the teacher or Library Media Generalist records the points given each student on the Teacher Tracking Sheet (Appendix E^2). Criteria for evaluating activities is provided at the end of each lesson plan and on the CHECKPOINT Evaluation Criteria sheet (Appendix E^1.)

DAY 1 - Introduction/Clustering

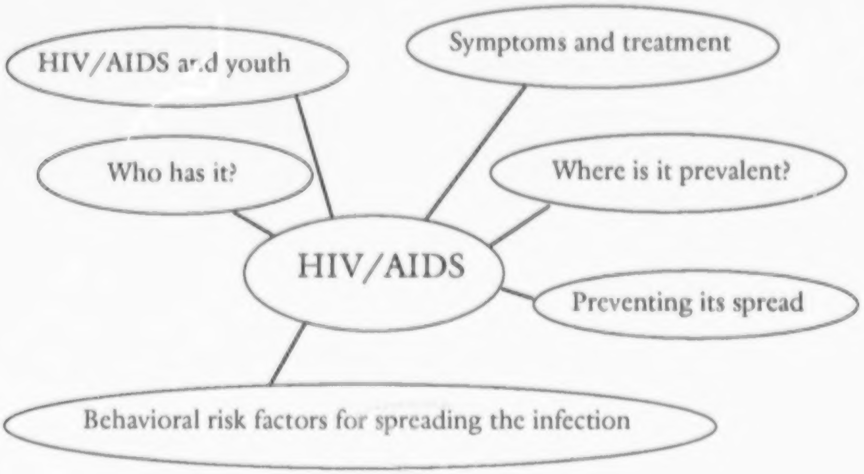
Time: 40 minutes

Location: Library Media Center,

Instructors: Health Teacher and Library Media Generalist.

Information Skill: The student will:
1. Brainstorm key concepts in a given area.

Procedure:
1. Hand out Student Checksheets (Appendix A) to each student. Review the total unit structure along with an explanation of the CHECKPOINT system, pointing out that points are given and initialled by adults involved with the unit.
2. Ask each student to draw a slip of paper with the name of one research area of the HIV/AIDS infection (listed below). These should be divided evenly with four to five students drawing the name of each area. Explain that this is the area that the student will be researching.
3. Present the following research areas cluster on a poster or chalkboard: This concept, also known as webbing or semantic mapping, is a way for students to organize their thinking as they plan their research on a given topic. Explain that the central topic in the diagram (HIV/AIDS) has been narrowed into many areas, and that you will be asking students to each make a similar cluster using their research areas. Hand out blank paper and ask students to each put their research area in a central oval, and to think of as many aspects of, or questions about, that area as they can. Encourage them to think of things that they might be able to research, and to write each area that they think of in an attached oval.



CHECKPOINT - Clustering
Up to two points to be given for a thoughtfully completed cluster with at least five areas added.

4. Hand out Notesheets (Appendix B) to each student. Review proper bibliographic format and explain that students are to write only one piece of information about their research area in each blank space. Remind students to use their own words. Point out that they need to note the page number where each piece of information was found, and that they will need to complete a minimum of three Notesheets including one magazine and one book source.
5. This is a good time to review the location and use of the card catalog, magazine guides, and vertical file if necessary. Examples of proper bibliographic form should be available, preferably posted in the Library Media Center.
6. Announce that when students come back to the Library Media Center they are to sit with others researching the same area. They will be gathering information independently, but are to try not to duplicate efforts within each group. Announce that these groups will be meeting in class after three days working in the Library Media Center, to share their findings and give a brief oral presentation to the class.

DAYS 2, 3, 4 - Research

Time: 40 minutes each day

Location: Library Media Center

Instructors: Health Teacher and Library Media Generalist.

Unit Objectives: The student will be able to:

1. Relate symptoms and treatment of the HIV/AIDS infection, and the demographics of those who are infected.
2. Explain the ways in which the HIV/AIDS virus is spread, identify behaviors which place people at risk of contracting the HIV/AIDS infection, and relate ways to prevent the spread of the virus.

Information Skills: The student will:

2. Select appropriate periodical resources through the use of magazine guides.
3. Find appropriate print resources through the use of the card catalog.
4. Take notes in a given area from various sources using his or her own words.
5. Write a bibliography.

Procedure:

1. As students enter the Library Media Center remind them to sit in their research area groups. Answer any questions that may have come up concerning the project. At this point it might be helpful to encourage students to take time to evaluate the appropriateness of a source by c[illegible]fully reviewing the titles of articles listed in the Reader's Guide before requesting a magazine, or by quickly reviewing a source before starting the notetaking process.
2. Students should be told of the location of additional Notesheets, and encouraged to begin their research. Remind them to use a separate sheet for each source. If more notetaking space is needed for a particular source, additional sheets may be stapled to the first page.
3. The Health Teacher and Library Media Generalist will act in a guiding role for the three days spent in the library, observing students and helping as needed.

CHECKPOINT - Citation

(One point to be given when a student locates and shows a citation for an article in a magazine guide appropriate for his or her research area. This can be done at any time during the three days in the Library Media Center.)

CHECKPOINT - Notesheets

At the end of the three days Notesheets should be handed in for grading. Up to three points may be earned per completed Notesheet, minimum three sources. Each sheet will be marked for proper bibliography (1 point), understanding of the concept (1 point), and language - student's own words (1 point). If additional sheets are used for one source, two additional points may be given per sheet for understanding and language.

DAYS 5, 6 - Information Sharing
Class Presentations

Location: Classroom

Instructor: Health teacher

Unit Objectives: The student will be able to:
1. Relate symptoms and treatment of the HIV/AIDS infection, and the demographics of those who are infected.
2. Explain the ways in which the HIV/AIDS virus is spread, identify behaviors which place people at risk of contracting the HIV/AIDS infection, and relate ways to prevent the spread of the virus.

Information Skills:
6. The student will organize information in a given area and present that information orally in a group context.

Procedure:
1. Hand back Notesheets and mark total points on the Student Check-sheets.
2. Ask students to meet in their research area groups. Explain that on the first day they are to share the information that they found, organize that information, and choose a spokesperson for an oral presentation the following day.
3. On the second day give the students a few minutes to fine tune their presentations. Explain that each group will be given five minutes to present their findings to the rest of the class.
4. The teacher moves from group to group giving guidance where needed, and observing group interaction.

CHECKPOINT - Brainstorming and Group Presentation
Up to five points may be given for quality and organization of the presentation (2 points), and for student's group interaction (3 points).

DAY 7 - Resource Handbook

Location: Library Media Center

Instructor: Health Teacher and Library Media Generalist.

Unit Objective: The student will be able to:

3. Identify area resources for additional information about HIV/AIDS.

Information Skills:

7. Working in cooperative groups the student will present information in a booklet format.

Procedure:

1. Explain to students that they will all be working together to produce a booklet identifying area resources available for information about the HIV/AIDS virus, and help for those who are infected.
2. Working in groups of two to three students, each group is given material on an area resource from the vertical file folder on AIDS.
   NOTE: The assumption is made here that the Library Media Generalist has collected a substantial number of brochures and pamphlets about HIV/AIDS resources available in the area. A number of these are listed in the New Hampshire Educators Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy.
3. Explain that groups are to research their organization and write a brief review of the purpose and services available from that organization, along with the address and telephone number.
4. Explain that these should be typed (word processed) and handed in by the following day to be made into a booklet.
5. Tell students that each group will also be expected to give a brief oral report on their organization.

DAY 8 - Resource Handbook

Time: 40 minutes

Location: Classroom

Instructor: Health Teacher

Unit Objective: The student will be able to:
3. Identify area resources for additional information about HIV/AIDS.

Information Skills: The student will:
6. Organize information in a given area and present that information orally in a group context.
7. Present information in a booklet format.

Procedure:
1. Ask each group to present information orally about the organization which they researched. Give the groups up to ten minutes at the beginning of class to plan their presentations.
2. Explain that a completed sheet on each resource is to be handed in to the Library Media Generalist. The sheets will be bound into a booklet which will be kept in the Library Media Center as a resource.

CHECKPOINT - Resource Handbook
Four points may be given. Handbooks are evaluated for neatness and clarity of the written review of the organization (2 points), and for an accurate and thorough oral report on the services available from the organization (2 points).

DAY 9 - Simulations

Time: 40 minutes

Location: Classroom

Instructor: Health Teacher

Unit Objectives: The student will be able to:
1. Relate symptoms and treatment of the HIV/AIDS infection, and the demographics of those who are infected.
2. Explain the ways in which the HIV/AIDS virus is spread, identify behaviors which place people at risk of contracting the HIV/AIDS infection, and relate ways to prevent the spread of the virus.
3. Identify area resources for additional information about HIV/AIDS.

Procedure:
1. Hand each student Simulation Questions (Appendix C).
2. Explain that students are to give written answers to each question, and to be as thoughtful and thorough as possible.

CHECKPOINT - Simulation Questions

Simulation 1. Six points possible. Good answers should include:

a) One to two symptoms listed correctly, or mention that HIV positive patients may not show symptoms (2 points).

b) At least one treatment for HIV positive or AIDS patients should be listed (2 points).

c) At least one area organization or medical center dealing with HIV/AIDS should be discussed (2 points).

Simulation 2. Six points possible. Good answers should include:

a) Mention of multiple sexual partners or not using condoms as high risk behaviors (2 points).

b) Mention of at least two other high risk behaviors (2 points).

c) Mention of at least two ways to prevent the spread of HIV/AIDS (2 points).

DAY 10 - Unit Wrap-Up

This day is built in to allow flexibility in the amount of time needed to complete the unit. If all activities have progressed on schedule up to this point it is suggested that: the teacher hand back the graded simulation questions and discuss the simulations and possibilities for solutions and answers with the class; and/or other simulations (Figure 1) be handed out and discussed or acted out by groups of students; and, the last five minutes of class be used for student completion of the unit evaluation (Appendix D).

Figure 1.

MORE SIMULATIONS

1. There is a rumor that you are sexually involved with someone. What if that were true? What are your responsibilities in sexual relationships? Where could you find accurate information and advice outside of school?
2. A new student is coming to your school. She has tested HIV positive. This was traced to a blood transfusion several years ago. Is the rest of the student body at risk? What precautions need to be taken? Where can this student go for support?
3. You suspect that your older sister is sexually active. You have learned about the risks of AIDS transmission and you are worried because she doesn't take you seriously. She needs some accurate information. Where can you find material to share with her?

RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

Books:

Armstrong, Evan. The Impact of AIDS. Watts/Gloucester, 1990
Blake, Jeanne. Risky Times: How to Be AIDS-Smart and Stay Healthy. Workman Press, 1990.
Hein, Karen. AIDS: Trading Fears for Facts: A Guide for Teens. Consumers Reports Books, 1989.
Hyde, Margaret O. and Elizabeth H. Forsyth. AIDS, What Does It Mean to You? (3rd Edition) Walker and Co., 1989.
Hyde, Margaret O. Know about AIDS Walker and Co., 1987.
Madaras, Lynda. Lynda Madaras Talks to Teens About AIDS. Newmarket Press, 1988.
Madaras, Lynda. The What's Happening to My Body? Book for Boys. (New Edition) Newmarket Press, 1987.
Madaras, Lynda. The What's Happening to My Body? Book for Girls. (New Edition) Newmarket Press, 1988.
New Hampshire Educators' Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy. Concord: New Hampshire Department of Education, 1990.
Nourse, Alan. Teen Guide to AIDS Prevention. Watts, 1990.
Woods, Samuel G. Everything You Need to Know About STD Sexually Transmitted Diseases. (First Edition) Rosen Publishing Group, 1990.

Periodicals:

Articles from:
Current Health
Newsweek
Science News
Time
U. S. New and World Report

Pamphlets:

American Red Cross Series
Numerous resources from area support organizations

UNIT CALENDAR

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
• Unit introduction • Brainstorm AIDS research areas • Review notetaking procedure I.S.F. 1 Health Teacher, Library Media Generalist Library Media Center	• Resource selection • Notetaking U.O. 1, 2 I.S.F. 2, 3, 4, 5 Health Teacher, Library Media Generalist Library Media Center	• Resource selection • Notetaking U.O. 1, 2 I.S.F. 2, 3, 4, 5 Health Teacher, Library Media Generalist Library Media Center	• Resource selection • Notetaking U.O. 1, 2 I.S.F. 2, 3, 4, 5 Health Teacher, Library Media Generalist Library Media Center	• Students organize information and prepare group prersentations U.O. 1, 2 I.S.F. 6 Health Teacher Classroom
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
• Group oral presentations U.O. 1, 2, I.S.F. 6 Health Teacher Classroom	• Group research on area HIV/AIDS resources U.O. 2 I.S.F. 7 Health Teacher, Library Media Generalist Library Media Center	• Oral presentations on area resources U.O. 3 I.S.F. 6, 7 Health Teacher Classroom	• Written simulation responses U.O. 1, 2, 3 Health Teacher Classroom	• Review simulations • Further simulations if time • Unit evaluation Health Teacher Classroom

STUDENT CHECKSHEET

Please keep this sheet with you at all times. It will be used to track your progress. Points are to be initialed by an adult. Your total point score will determine your grade.

Name ____________________

Research Area ______________________________

_______ **Clustering**. (2 points for thoughtfully completed cluster).

_______ **Citation**. (1 point for finding an article in a magazine guide appropriate for your research area.)

_______ **Notesheets.** (3 points per completed notesheet, minimum 3 notesheets. Each notesheet will be marked for: a) proper bibliography (1 point); b) understanding of the concept (1 point); and c) language, i.e. your own words (1 point).

_______ **Brainstorming and Group Presentation**. (Up to 5 points for teacher evaluation of student's group interaction and presentation of topic.)

_______ **Resource Handbook**. (Up to 4 points for neatness and accuracy of the written and oral presentations.)

_______ **Simulation Questions**. (Up to 12 points based on thoroughness and accuracy of student responses.)

Total points:__________

Unit Grade:__________

A: 30 and above
B: 25 to 29
C: 20 to 24
D: 15 to 19
F: Below 15

NOTESHEET

SOURCE: ______________________________
(Use proper
bibliographic format) ______________________________

p.

p.

p.

p.

p.

p.

Your name: ______________________

Name:________________________

SIMULATION QUESTIONS

1. Your uncle from California, who has tested HIV positive, comes to live with your family. What symptoms might he have, and what treatment might be taking place at this time? Where can your uncle get medical care and support in our area?

2. Your eighteen year old cousin spent last summer working at a beach resort area. She admits to sleeping with several boys. Now she's scared that she might have contracted a sexually transmitted disease or the HIV/AIDS virus. Why might she be at risk? What are other high risk behaviors, and what ways can the spread of AIDS be prevented?

UNIT EVALUATION

1. Did you enjoy this unit? Why?/Why not?

2. Which parts of the unit did you like best?

3. Which parts did you like least?

4. Did you feel that there were enough resources?

5. What did you think of the Checksheet as a way of monitoring your work and getting a grade?

6. How would you compare this type of resource-based learning to regular classroom learning activities?

7. What suggestions would you make for improving this unit if it were done again with another seventh grade?

Other comments:

CHECKPOINT EVALUATION CRITERIA

(Use with Teacher Tracking Sheet - Appendix E^2)

CHECKPOINT - Clustering (2 points)
Up to two points to be given for a thoughtfully completed cluster with at least five areas added.

CHECKPOINT - Citation (1 point)
(One point to be given when a student locates and shows a citation for an article in a magazine guide appropriate for his or her research area. This can be done at any time during the three days in the Library Media Center.)

CHECKPOINT - Notesheets (9 points minimum)
At the end of the three days Notesheets should be handed in for grading. Up to three points may be earned per completed Notesheet, minimum three sources. Each sheet will be marked for proper bibliography (1 point), understanding of the concept (1 point), and language - student's own words (1 point). If additional sheets are used for one source, two additional points may be given per sheet for understanding and language.

CHECKPOINT - Brainstorming and Group Presentation (5 points)
Up to five points may be given: quality and organization of the presentation (2 points), and, student's group interaction (3 points).

CHECKPOINT - Resource Handbook (4 points)
Four points may be given. Handbooks are evaluated for neatness and clarity of the written review of the organization (2 points), and for an accurate and thorough oral report on the services available from the organization (2 points).

CHECKPOINT - Simulation Questions (12 points)
Simulation 1. Six points possible. Good answers should include :

a) One to two symptoms listed correctly, or mention that HIV positive patients may show not symptoms (2 points).
b) At least one treatment for HIV positive or AIDS patients should be listed (2 points).
c) At least one area organization or medical center dealing with HIV/AIDS should be discussed (2 points).

Simulation 2. Six points possible. Good answers should include:

a) Mention of multiple sexual partners or not using condoms as high risk behaviors (2 points).
b) Mention of at least two other high risk behaviors (2 points).
c) Mention of at least two ways to prevent the spread of HIV/AIDS (2 points).

TEACHER TRACKING SHEET

(Use with CHECKPOINT Evaluation Criteria - Appendix E^1)

Task Student Name	Clustering	Citation	Notesheets	Brainstorm/ Group Presentation	Resource Handbook	Simulation Questions	TOTAL

284

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING
CURRICULUM PROJECT

UNIT M-3

Sharing the News
About HIV/AIDS Infection

◆

Harvey Hayashi, *Library Media Generalist*
Nancy Marston, *Guidance Counselor/Skills for Adolescents Teacher*
Lori Scarito, *Drug Abuse Counselor/Skills for Adolescents Teacher*
Londonderry Junior High School
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New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-3

Sharing the News About HIV/AIDS Infection

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Sharing the News About HIV/AIDS Infection

AUTHORS:
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GRADE LEVEL: 7th Grade

SIZE OF GROUP: 90 students per quarter (18-20 students per class)

TIME PERIOD: 5 class periods (Each class period is 46 minutes)

OVERVIEW:

This in an introductory unit to the study of the HIV/AIDS infection. As AIDS has become, and will continue to be, a disease that poses a devastating threat to human life, it is imperative that students understand this disease and learn how to reduce their risk for becoming infected. Through classroom activities, guest speakers, and Library Media Center research, students will be able to define HIV/AIDS, understand the ways in which it is contracted, and identify symptoms of the disease. The goal of the unit is to help students to make healthy decisions in reducing personal risk of HIV/AIDS.

Students should have a basic understanding of reproduction, of sexually transmitted diseases, and personal health risks in the contracting of these diseases.

Students should also have had experiences with the following information skills: brainstorming, working in small groups, locating information by using tables of content and indices of books, selecting appropriate resources according to reading comprehension, skimming the text for pertinent information, and analyzing and recording pertinent information.

UNIT GOAL:

The student will understand that s/he is responsible for reducing personal risk for HIV infection through his/her ability to make healthy decisions. (*New Hampshire HIV/AIDS Education Curriculuum Guide*, Grades 7 & 8: Student outcome 5)

UNIT OBJECTIVES:

The student will:

1. Define HIV/AIDS and identify the physical effects of the disease. (Grades 7 & 8: Outcome 5, Indicator 1)
2. Understand the concept of the choices between long term benefits over immediate gratification. (Grades 7 & 8: Outcome 4, Indicator 1)
3. Discuss personal standards and values as related to sexuality and drug use. (Grades 7 & 8: Outcome 4, Indicator 3)
4. Explain why HIV-infected persons don't appear to be sick and don't know they are infected. (Grades 7 & 8: Outcome 5, Indicator 1)

5. Explain why an HIV-infected person is most apt to spread the infection before symptoms develop. (Grades 7 & 8: Outcome 5, Indicator 2)
6. Relate that the risk of HIV infection is not limited to any specific group of people or any section of the country (Grades 7 & 8: 5-3)
7. Discuss his/her personal right to abstain from sexual activity. (Grades 7 & 8: 5-6)
8. State the importance of reducing risk for HIV/AIDS.

INFORMATION SKILLS FOCUS:

The focus on information skills is to reinforce skills that students have learned at the elementary grade levels.

The student will:

1. Brainstorm what is important that s/he needs to learn about the disease.
2. Examine resources to select appropriate readability of materials.
3. Use tables of content of books and magazines to locate information.
4. Use indices of books to locate information.
5. Gather information from graphs, diagrams, and charts.
6. Gather information by interviewing.
7. Gather information by listening.
8. Analyze, synthesize, and record pertinent information.
9. Work cooperatively in small groups.
10. Present information clearly and creatively.

EVALUATION:

The most valid method of evaluation would be to track each of the students who participated in this unit for a number of years to assess whether the learning objectives have been met. However, that is clearly impractical.

Methods of evaluation of student's performance occur continuously throughout the unit. The tracking sheet, the learning activities sheets, and the student-created newspapers are used to evaluate the success in which students have met each of the learning and information skills objectives. Also important as a means of evaluation is the interaction between the classroom teacher and the library media generalist with the students. As students work on their learning activity sheets in the Library Media Center and in small groups in the classroom, the classroom teacher and the library media generalist are able to guage the needs of each of the students as they prompt, assist, and ask questions.

UNIT CALENDAR

Day 1 - Classroom
- Introduction to "Reducing Risks for HIV/AIDS"
- Explanation of Learning Activity Sheets
- Explanation of Tracking Sheets
- Brainstorming: What do you know and what do you need to know about HIV/AIDS?
- Small Group Discussion: Questions your group would like to know about HIV/AIDS
- Assignment: Prepare an interview question for the guest speakers scheduled for Day 2

Day 2 - Classroom
- Guest Speakers
- Interview questions with guest speakers

Days 3 and 4 - Library Media Center
- Review information skills
- Use of resources to complete learning activity sheets

Day 5 - Classroom
- Small group work to prepare materials for newspaper
- Newspaper layout

DAY 1: Introduction to HIV/AIDS

Time Period: 46 minutes

Location: Classroom

Instructor: Classroom Teacher

Learning Objectives:

The student will:
1. Define HIV/AIDS.
2. State the importance of reducing risk for HIV/AIDS.

Information Skills Objectives:

The student will:
1. Brainstorm to identify what is important that s/he needs to learn about the disease.
2. Work cooperatively in small group discussion.

Activity Sheets & Lesson Materials:

Chalk
Three flipchart pads
Markers
Tracking sheet (Appendix A)

Procedure:

1. The classroom teacher introduces the unit on HIV/AIDS. The rationale for the study of this unit is explained. The teacher also explains that this is a resource-based unit in which content skills and information skills are integrated. The learning and information skills objectives are enumerated. The teacher also stresses the importance to students that in addition to information gathering, they will continuously identify their role in reducing risks for HIV/AIDS in accordance with their values and decisions.

2. The classroom teacher explains the learning activity sheets to students. She explains that these sheets will be given to students on Day 3 in the Library Media Center.

3. The classroom teacher explains the tracking sheet that will be used to evaluate the students. She hands out the sheets to each student and directs them to write their names and period on the first sheet. She reads over the tracking sheet with the students and explains each decision. The teacher then collects the sheets.

4. The classroom teacher leads the class in a brainstorming session to discover what students know and what they need to know about the disease. As students voice their responses, the teacher makes a list on the blackboard. The brainstorming continues until students have exhausted their responses.

5. The classroom teacher divides the class into three small groups. Each group discusses the questions that they need to know about HIV/AIDS. One student in each group is assigned to write the

questions on newsprint. At the end of the group discussion, the teacher asks each group to define HIV/AIDS on the newsprint and to state the importance of reducing risks for HIV/AIDS. Before the end of the period, the teacher gathers the newsprints of questions and tapes each on the classroom wall where they will remain for the week.

6. The teacher reminds students that guest speakers are scheduled for the next day.
7. The classroom teacher assigns the homework: Each student will prepare an interview question about HIV/AIDS for the guest speakers.

Evaluation:

1. The classroom teacher observes students' participation in the brainstorming session and in the small group discussion and records each student's active participation on the tracking sheet.
2. The statements on the definition of HIV/AIDS and the importance of reducing risk for the disease at the end of each newsprint will demonstrate students' success in attaining the learning objectives.

DAY 2: *Guest Speakers*

Lesson:

Two guest speakers, both AIDS-infected, will speak to the class.

Time Period: 46 minutes

Location: Classroom

Instructor: Classroom Teacher, Library Media Generalist, and guest speakers

Learning Objectives:

The student will:

1. Define HIV/AIDS and identify the physical effects.
2. Explain why an HIV-infected person doesn't appear to be sick and may not know that s/he is infected.
3. Explain why an HIV-infected person is most apt to spread the infection before symptoms develop.
4. Relate that the risk of HIV infection is not limited to any specific group of people or any section of the country.

Information Skills Objectives:

The student will:

1. Devise an interview question to gather information.
2. Gather information by listening

Activity Sheets & Lesson Materials:

Prepared question from each student
Tracking Sheet

Procedure:

1. The classroom teacher reviews with students the activities that occurred in class the day before.
2. The classroom teacher checks the homework assignment by directing students to place their question on the desk. The teacher walks around the room to check the homework of each student, marking the tracking sheet of each student for each successful completion of the homework assignment.
3. The classroom teacher reminds students that they will be reporting directly to the Library Media Center to research information on HIV/AIDS on Day 3.
4. The classroom teacher introduces the guest speakers.
5. The speaker addresses students.
6. Students actively listen.
7. The speakers allow time at the end of the presentation to field questions from the students.
8. The classroom teacher collects the prepared questions from the students.

Evaluation:

1. The classroom teacher and the media generalist observe students to see if they are actively listening to the speakers.
2. Active listening on the part of the students is demonstrated by the comments and questions that are generated aside from the prepared questions. Also active listening may be demonstrated on Day 3 and 4 as students work on the learning activity sheet. Evaluation may be made on the tracking sheet on Day 2, Day 3, and Day 4.
3. Interviewing skills are demonstrated in the prepared questions that students ask of the speakers. Students who do not use their interview questions because of duplication are given credit for completing the assignment. By collecting the written interview questions, the classroom teacher may assess the skill in which the interview question is devised.

DAY 3: *Research in the Library Media Center*

Lesson:
The students fill in learning activity sheets by using resources on HIV/AIDS in the Library Media Center and recalling information that they have gleaned from listening and interviewing the guest speakers.

Time Period: 46 minutes

Location: Library Media Center

Instructors: Classroom Teacher and Media Generalist

Learning Objectives:
The student will:
1. Define HIV/AIDS and identify the physical effects.
2. Understand the concept of the choices between long term benefits over immediate gratification.
3. Discuss personal standards and value as related to sexuality and drug use.
4. Explain why HIV-infected persons don't appear to be sick or don't know that they are infected.
5. Explain why an HIV-infected person is most apt to spread the infection before symptoms develop.
6. Relate that risk of HIV-infection is not limited to any specific group of people or any section of the country.
7. Discuss his/her personal right to abstain from sexual activity.
8. State the importance of reducing risk for HIV/AIDS.

Information Skills Objectives:
The student will:
1. Examine resources to select appropriate readability of materials.
2. Use tables of content to locate information.
3. Use indices of books to locate information.
4. Gather information from graphs, diagrams and charts.
5. Skim text to locate pertinent information.
6. Analyze, synthesize, and record pertinent information.

Activity Sheets & Lesson Materials:
Sharing the News Learning Activity Sheets (Appendices B^1 - B^4)
Resources in the Library Media Center on HIV/AIDS. Resources have been preselected and placed on a book truck.
Tracking Sheets

Procedure:
1. The media generalist explains to the students that they will fill in learning activity sheets by using resources in the Library Media Center on HIV/AIDS. S/he points out the book truck of resources to the students.
2. The media generalist and the classroom teacher hand out the learning activity sheets to each student.

3. The media generalist reads over the directions with students.
4. The media generalist reviews with students the use of tables of contents and indices to locate information.
5. The media generalist reviews with students the process skimming to locate pertinent information.
6. The media generalist reviews with students the use of charts, graphs, and diagrams to gather information.
7. The media generalist explains to students the importance of using resources according to the reading comprehension of each student. S/he explains the five finger method of determining the readability of resources.
8. The media generalist reminds students that they have two periods in which to complete the learning activity sheet.
9. The media generalist asks students for questions that they may have on the assignment.
10. If there are no questions, the students are directed to begin to work on the learning activity sheets.
11. The media generalist and the classroom teacher assists those students who have difficulty in locating information.
12. The media generalist and the classroom teacher track the work of students with the tracking sheets. The sheets have been divided between the two so that each has half the number of students in the class.
13. Three minutes before the end of the period, the media generalist tells students to return materials to the book truck.
14. The media generalist reminds students to report directly to the Library Media Center on Day 4.

Evaluation:

1. The tracking sheet is used to evaluate students' ability to locate and process information.
2. Periodic checks on the recording of answers on the learning activity sheets by each student also provide means for evaluation.

Day 4 - Research in the Library Media Center continues

Activity Sheets & Lesson Materials:

Newspaper Requirement 1 (Appendix C)
Newspaper Requirement 2 (Appendix D)
Resources on book truck

Procedure:

1. The classroom teacher explains to students that on the fifth day, students will be publishing a newspaper on AIDS during the class period. Each student will come to class with a written article on one of the topics listed on "Newspaper Requirement 1." The classroom teacher also explains that students are to come to class on the fifth day with one of the following: a Dear Abby letter, an editorial, a help wanted advertisement, an advertisement, an obituary, art work, TV guide, crossword puzzle, or a sports article. Students will sign up for one of the above on a sign-up sheet entitled, "Newspaper Requirement 2."
2. The media generalist directs students to continue filling in the learning activity sheets.
3. Through tracking the previous day, the media generalist and the class room teacher identify those students who are encountering difficulty in locating or processing information. They provide assistance to these students.
4. The media generalist and the classroom teacher continue to track students with the use of the tracking sheets and to check information being recorded on the learning activity sheets.
5. Students complete the learning activity sheet by the end of the period. Students who have failed to complete the assignment are encouraged to return to the Library Media Center to work after school or to circulate resources for overnight use.
6. The media generalist directs students to return resources to the book truck three minutes before the end of the period. S/he reminds students that they will report directly to class on Day 5. S/he directs students to take their learning activity sheets to class with them.

Evaluation:

1. The tracking sheet is used to evaluate students ability to locate and process information.
2. Periodic checks on the recording of answers on the learning activity sheets by each student also provide a means for evaluation.

DAY 5: Newspaper Publishing

Lesson:
The classroom activity for this day allows the students to incorporate the information that they have gathered from the guest speakers and information recorded on the learning activity sheets from resources in the Library Media Center. Each class will publish a newspaper in which each student contributes an article, an illustration, an advertisement, an editorial, etc., demonstrating the information that they have acquired about HIV/AIDS.

Time Period: 46 minutes

Location: Classroom

Instructor: Classroom Teacher

Learning Objectives:
The student will:
1. Define HIV/AIDS and identify the physical effects.
2. Understand the concept of the choices between long term benefits over immediate gratification.
3. Discuss personal standards and values as related to sexuality and drug use.
4. Explain why HIV-infected persons don't appear to be sick or don't know that they are infected.
5. Explain why an HIV-infected person is most apt to spread the infection before symptoms develop.
6. Relate that risk of HIV infection is not limited to any specific group of people or any section of the country.
7. Discuss his/her personal right to abstain from sexual activity.
8. State the importance of reducing risk for HIV/AIDS.

Information Skills Objectives:
The student will:
1. Present information obtained by listening, interviewing, locating in resources, processing, and recording in a newspaper format.
2. Work cooperatively and contribute to small group work.

Activity Sheets & Lesson Materials:
Newspaper flip chart pads
Composition paper
Pens for each student
Six packets of markers
Six packets of colored pencils
Six pairs of scissors
Six bottles of Elmer's glue

Procedure:
1. The classroom teacher explains to the students that the goal for the day is to produce a newspaper on HIV/AIDS which will demonstrate what they have learned in the unit. The teacher explains that the newspapers will be exhibited in the Library Media Center. The teacher explains the procedure.

2. The students are divided equally into three work areas:
   - Organization Department
   - Art Department
   - Layout Department

The desks are grouped into three "departments" with official department signs on the desks.

3. Assembly of the newspaper is done according to the jobs listed below using the articles prepared in advance outside of class.
   - Organization Department
     a. Title all untitled articles
     b. Cut out extra white around articles. Write articles as needed.
     c. Organize all contributions by topic and give to Layout Department.
   - Art Department
     a. Make headings for:
        Dear Abby
        Editorials
        Ads
        Obituaries
        TV Section
        Sports
        News
     b. Make the newspaper title banner.
     c. Draw any art work you think informative and interesting
     d. Give to Layout Department.
   - Layout Department
     a. Decide what will be on each page of the newspaper and write it lightly in pencil at top of page.
     b. Cut and paste all contributions onto the newspaper.
4. The teacher collects the newspapers and the learning activity sheets at the end of the period.
5. After the newspapers have been evaluated, they are exhibited in the Library Media Center.

Evaluation:

The teacher uses the student-produced newspapers and the completed learning activity sheets to evaluate the students. The information contained in the newspapers and the answers that are recorded on the learning activity sheets demonstrate whether the learning objectives have been met.

RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

AIDS Alert: What we know. Creative Media, 1986.
Check, William. *AIDS.* Chelsea House, 1988.
Hyde, Margaret C. *AIDS: What does it mean to you?* Walker, 1987.
Lerner, Ethan A. *Understanding AIDS.* Lerner, 1987.
LeVert, Suzanne. *AIDS. In search of a killer.* Messner, 1987.
Madaras, Lynda. *Lynda Madaras Talks to Teens about AIDS: An essential guide for parents, teachers, and young people.* Newmarket, 1988.
Nourse, Alan *HIV/AIDS.* Watts, 1986.
Nourse, Alen *HIV/AIDS.* Rev. ed. Watts, 1989.
Sex, Drugs and AIDS [video cassette] ODN Productions, 1987.
Turck, Mary. *AIDS.* Crestwood House, 1988.

Vertical File Materials

Pamphlets from The American Red Cross and The New Hampshire Public Health Service

Guest Speakers

Individuals infected with HIV/AIDS from Positive Action, P.O. Box 463, Newmarket, NH 03857.

STUDENT TRACKING SHEET

Name: ____________________

Teacher: ____________________

Period: __________

Directions: This evaluation sheet is used to track students during the "Sharing the News About HIV/AIDS Infection" unit. Students are evaluated on a number system, a rating of 5 indicating that the student is able to work independently or that the student does not need improvement in the specific area. A rating of 1 indicates that the student needs help in the specific area, or did not participate, or failed to meet the assignment.

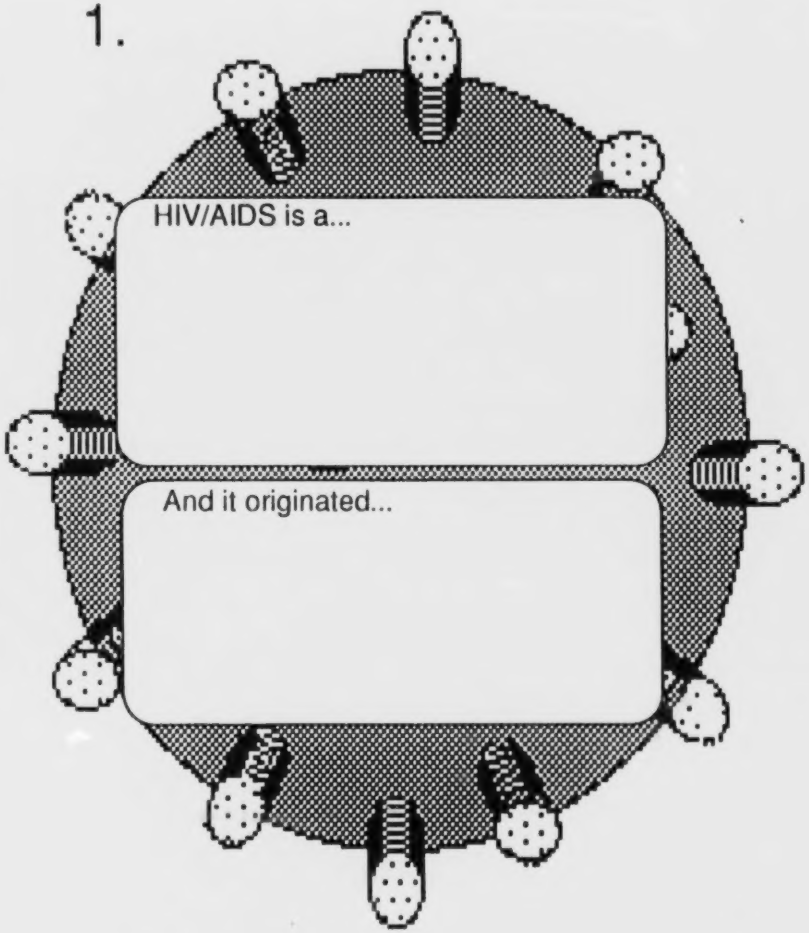
1) Participates in brainstorming	5	4	3	2	1
2) Contributes in main group discussion	5	4	3	2	1
3) Prepares an interview question	5	4	3	2	1
4) Interviews the speakers	5	4	3	2	1
5) Listens to speakers	5	4	3	2	1
6) Selects appropriate reading materials	5	4	3	2	1
7) Uses tables of content in books and magazines to locate information	5	4	3	2	1
8) Uses indices in books to locate information	5	4	3	2	1
9) Skims text to obtain the pertinent information	5	4	3	2	1
10) Uses charts, diagrams and graphs to extract information	5	4	3	2	1
11) Analyze and synthesizes, and records pertinent information	5	4	3	2	1
12) Works cooperatively and contributes in group work	5	4	3	2	1
13) Presents pertinent information (newspaper contribution) clearly and creatively	5	4	3	2	1

Name ______________
Date ______________

SHARING THE NEWS ABOUT HIV/AIDS INFECTION

This learning activity sheet will help you to understand HIV/AIDS. Use information from resources in the library media center and information that you have learned from the guest speakers to provide answers for each of the following numbers.

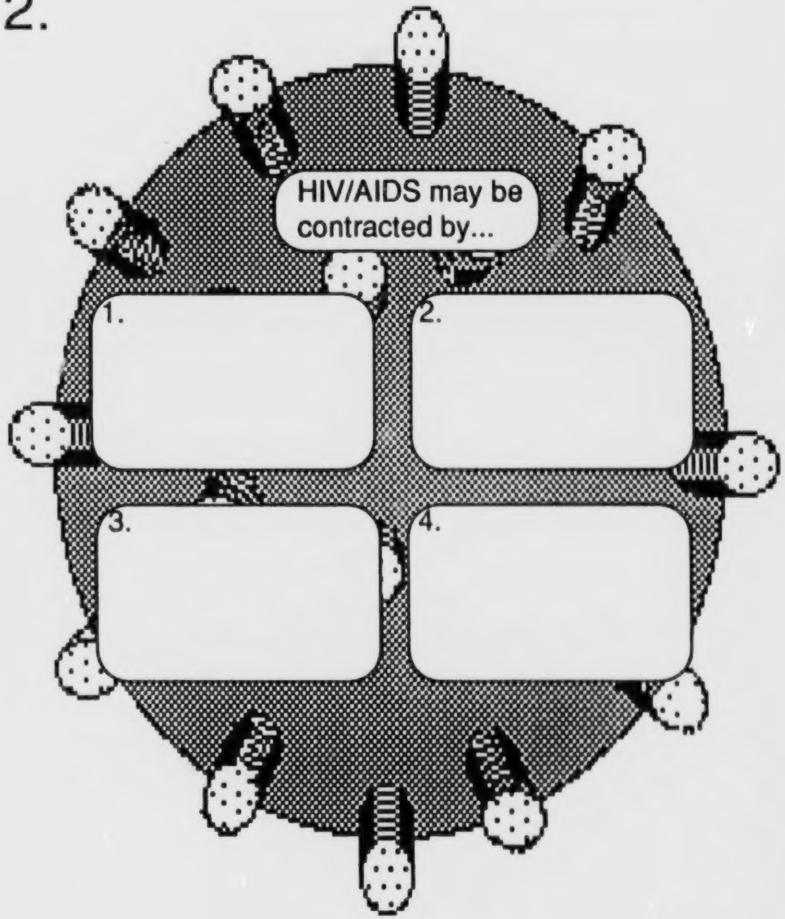
1.



HIV/AIDS is a...

And it originated...

2.



HIV/AIDS may be contracted by...

1.

2.

3.

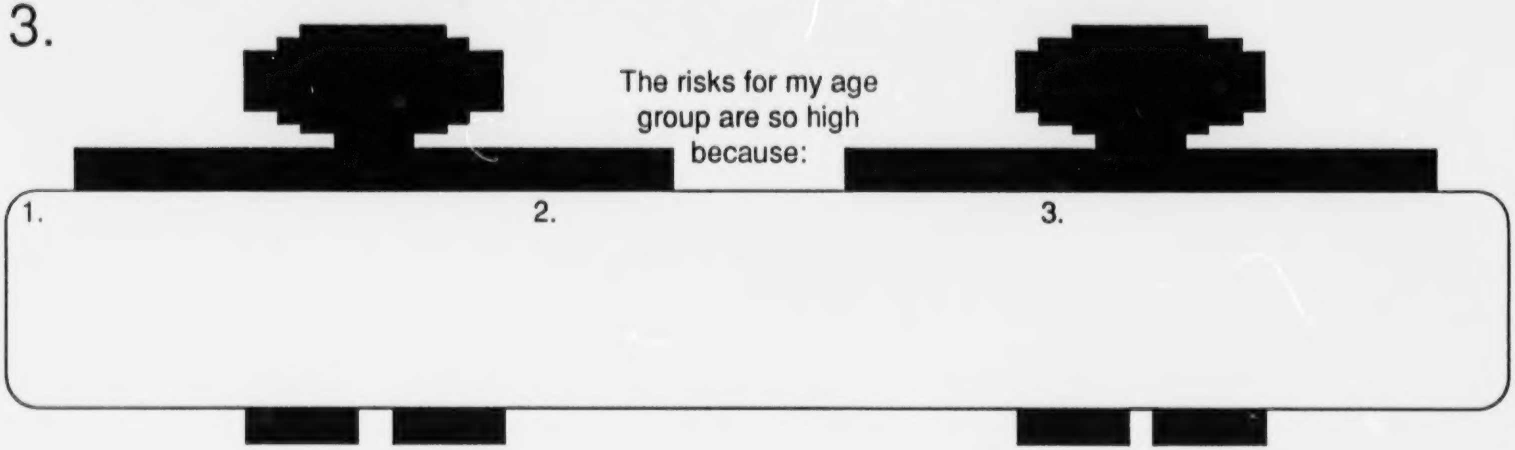
4.

Name ______________

Date______________

SHARING THE NEWS ABOUT HIV/AIDS INFECTION

3.



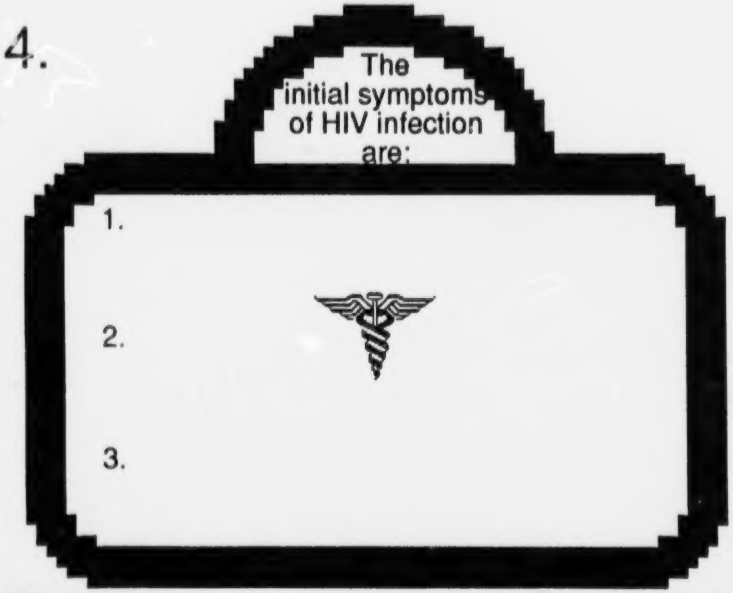
The risks for my age group are so high because:

1.

2.

3.

4.



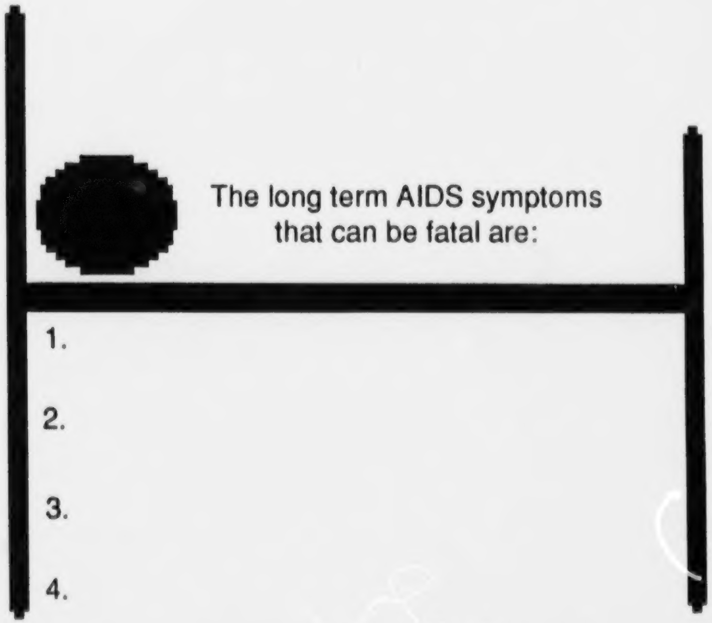
The initial symptoms of HIV infection are:

1.

2.

3.

5.



The long term AIDS symptoms that can be fatal are:

1.

2.

3.

4.

Name ____________

Date ____________

SHARING THE NEWS ABOUT HIV/AIDS INFECTION

6. The consequences for the AIDS patient are:

Social

1.

2.

Emotional

1.

2.

Family

1.

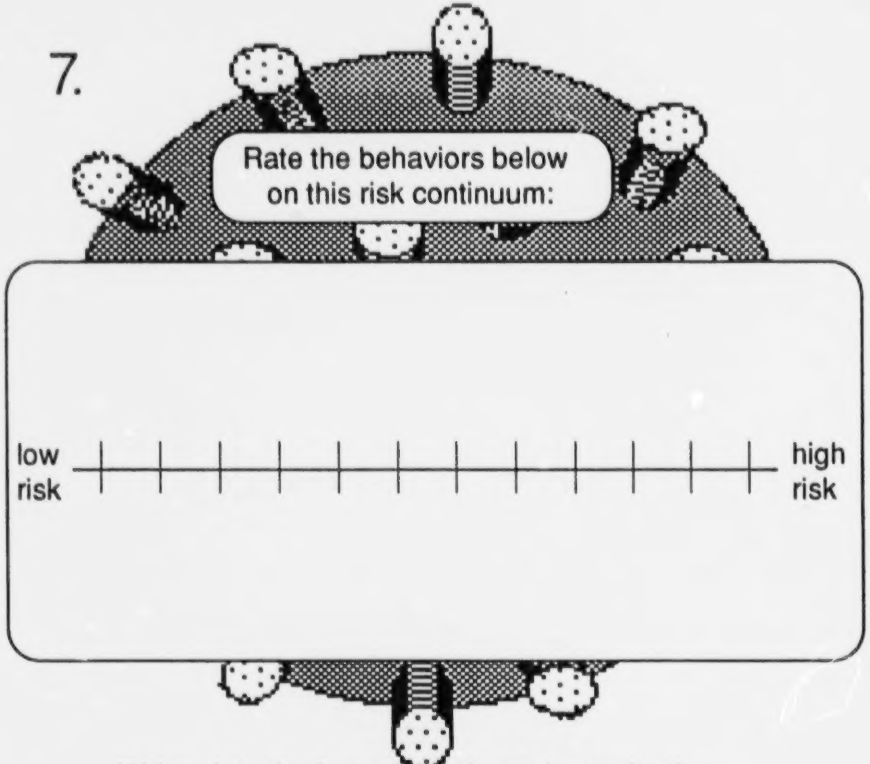
2.

Economical

1.

2.

7.



Rate the behaviors below on this risk continuum:

(Abbreviate the behaviors; do not just write the numbers on the continuum.)

1. Smoke a cigarette
2. Go to the movies with friends
3. Drink beer/ wine coolers/ liquor
4. Have sex with my boy/girlfriend
5. Go to boy/girl parties where no parents are around
6. Have friends over to my house for a pizza party
7. Let kids know I'm against drug use
8. Try marijuana
9. Let my boy/girlfriend be more physical than I really want to be
10. Get involved in school activities
11. Be involved in athletics
12. Kids know I'm assertive and share my opinions

Name ______________

Date ____________

SHARING THE NEWS ABOUT HIV/AIDS INFECTION

8. Regarding sexual activity and drug use, I believe:

Based on those values and to reduce my risk for HIV infection, I have decided that in **Junior High**:

I will

I will

I will not

9. Because my long term goals for my life are:

to reduce my risk for HIV/AIDS infection, I make the following decisions about my behavior in **High School:**

I will

I will

I will not

SPREADING THE NEWS ABOUT HIV/AIDS INFECTION
NEWSPAPER REQUIREMENT 1

Instructions: Write an article on one of the topics below for the newspaper that you will be publishing on Day 5. This article is to be written for homework. Come to class on Day 5 with a completed article. Use the information that you have gathered on your learning activity sheet and information that you have gained from class discussion and the guest speakers.

1. How is HIV/AIDS spread?

2. What is the most important thing you have learned about HIV/AIDS?

3. What do you think are the most important facts to tell other junior high students about HIV/AIDS?

4. How can junior high students lower their risk for getting AIDS?

5. What did you learn from the speakers?

6. What could the speakers have done differently in their lives?

7. Is it important to study about HIV/AIDS?

8. Will studying this unit about HIV/AIDS make any difference in your lives?

9. Should HIV infected children be allowed to attend school?

10. Would condom distribution promote promiscuity?

11. Discuss mandatory HIV testing.

12. Should drug addicts be given clean needles by government officials?

SPREADING THE NEWS ABOUT HIV/AIDS INFECTION
NEWSPAPER REQUIREMENT 2
Class Sign-up Sheet

Directions: Each student must sign up for one of the assignments below. Each students must bring the completed assignment to class on Day 5. You may wish to look at newspapers that have been published in previous classes for ideas and suggestions.

Dear Abby (4) ____________________
____
____
____

Editorial (4) ____________________
____
____
____

Help Wanted (2) ____________________
____

Advertisement (2) ____________________
____

Obituary (1) ____________________

Art Work (2) ____________________
____

TV Guide (1) ____________________

Crossword Puzzle(1) ____________________

Sports article (1) ____________________

Other (1) ____________________

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-4

HIV/AIDS: Fact and Fiction

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Julie Getty, *Nurse*
Jaffrey Rindge Middle School
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New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT M-4

HIV/AIDS: Fact and Fiction

◆

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New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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HIV/AIDS: Fact and Fiction

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GRADE LEVEL: Eighth Grade

NUMBER OF STUDENTS: Two classes /18-24 in each class

TIME PERIOD: 3 weeks, 15 classes

CLASS PERIOD LENGTH: 45 minutes

OVERVIEW:

Two classes with six groups of three to four students each research various aspects or the impacts of HIV/AIDS, prepare a written and oral presentation, and create a visual to convey information about their topic. In one of the final activities students from each class share their findings, comparing and contrasting the research from each class. Other final activities include a quiz comprised of student generated questions and student essays.

It is assumed that students beginning this unit have been exposed to Grades 7 & 8: Student Outcomes 1 – 4 as found in the *New Hampshire HIV/AIDS Education Curriculum Guide*. Therefore:

1. The student has been introduced to the role of human reproduction and the stages of the life cycle.
2. The student has an understanding of his/her responsibility in preventing disease and enhancing his/her own health.
3. The student has an understanding of the importance of finding constructive ways of dealing with stress.
4. The student has the ability to make decisions which have positive effects on his/her physical, emotional, and mental health.

Given the structure and timeframe of this unit it is assumed that the students have used the closed-book notetaking method and the Cornell notetaking method to record information. In classes where this has not taken place, it is suggested that additional time be spent in developing these skills either prior to, or during the unit. It is also assumed that the student has had practice using such tools as encyclopedias and the *Reader's Guide to Periodical Literature* and that students have learned how to present oral reports.

UNIT GOAL:

The student will understand that he/she is solely responsible for making decisions that will reduce his/her personal risk of HIV/AIDS infection. (Related to *New Hampshire HIV/AIDS Education Curriculum Guide*, Grade 7 & 8: Student Outcome 5)

UNIT OBJECTIVES:

The student will :

1. Define HIV/AIDS and the effects of infection on the body. (Grade 7 & 8: Outcome 5, Indicators 1, 2)
2. Identify behaviors that place him/her at risk for HIV infection. (Grade 7 & 8: Outcome 5, Indicator 4)
3. Explain why the risk of infection is not limited to any specific group of people. (Grade 7 & 8: Outcome 5, Indicators 3, 5)
4. Identify resources for further information to use in the decision making process. (Grade 7 & 8: Outcome 5, Indicator 8)
5. Identify physical, mental, social and legal consequences of AIDS. (Grade 7 & 8: Outcome 3, Indicator 3 modified)
6. Demonstrate the refusal skills necessary to assert his/her right to abstain from sexual activity and other identified risky behaviors. (Grade 7 & 8: Outcome 4, Indicator 1)

INFORMATION SKILLS OBJECTIVES: (R=review, I=introduce)

The student will:

1. Use Cornell notetaking method to record information from lectures and videos. (R)
2. Identify and use key words to access information. (R)
3. Determine usefulness of resources. (R)
4. Use closed-book notetaking to record information. (R)
5. Evaluate resources for accuracy and bias. (I)
6. Compare and contrast information reported. (I)
7. Produce a visual representation of information gathered. (I)
8. Prepare a written report on the HIV/AIDS topic assigned. (R)
9. Present an oral report on the HIV/AIDS topic assigned. (R)

EVALUATION:

Several methods are used for assessing students in this unit. The research project is assessed in terms of the process as well as the final product. Criteria are established and communicated to students before they begin work. (See Grading Criteria sheet, Appendix C). Content knowledge is evaluated in the oral reports, the quiz, and the essay question. Information skills are graded in both the process and product sections of the project. Additionally, student progress in information skill development is tracked using the teacher's tracking record (Appendix G). Finally, the Project Outline sheet (Appendix B) with dates and checkpoints built in provides a format for teachers to regularly monitor the students and for students to monitor themselves.

DAY 1 - Unit Introduction

45 minutes
Information Center
Library Media Generalist, Health Teacher, and Nurse.

Materials and Resources Needed:

Student Handbook cover sheet (See Appendix A)
Project Outline (See Appendix B)
Grading Criteria (See Appendix C)
Unit Calendar (See page 15)

Procedure:

1. Library Media Generalist and Health Teacher introduce research unit. Pass out and explain the Student Handbook, Project Outline, Grading Criteria, and Unit Calendar.
2. Health Teacher places students in six cooperative, mixed ability groups containing three to four students.
3. Health Teacher assigns topic focus to each group as follows:

Group One:	Classifications and symptoms HIV/AIDS, number affected
Group Two:	Behaviors that place people at risk/risk groups
Group Three:	Resources/alternatives/refusal skills
Group Four:	Physical and mental consequences
Group Five:	Social and legal consequences
Group Six:	Myths vs facts

DAY 2 - Videotape/Discussion

45 minutes
Classroom
Library Media Generalist, Health Teacher and Science Teacher

Learning Objectives:

The student will:

1. Define HIV/AIDS and the effects of infection on the body.
2. Identify behaviors that place him/her at risk for HIV infection.
3. Explain why the risk of infection is not limited to any specific group of people.
4. Identify resources for further information to use in the decision making process.
5. Identify physical, mental, social and legal consequences of AIDS.
6. Demonstrate the refusal skills necessary to assert his/her right to abstain from sexual activity and other identified risky behaviors.

Information Skills Objectives:

The student will:

1. Use the Cornell notetaking method to record information from lectures and videos.
2. Identify key words and use them to access information.

Materials and Resources Needed:

Video tape: "Don't Get It: Teenagers and AIDS" (see bibliography)
Information Skills Tracking Record (Appendix G)

Procedure:

1. Students brainstorm to identify what they think they know.
2. Library Media Generalist reviews Cornell notetaking method.
3. Students take notes during videotape presentation.
4. Health Teacher and Nurse lead students in discussion of videotape guiding them to identify key words.
6. Students brainstorm to identify what is known about their topic and what needs to be researched.

Evaluation:

Observe notetaking and key word identification and track student progress.

Cornell Method of Notetaking

The Cornell Method of notetaking was developed by experts from the Learning Center at Cornell University and first presented to the 25th College Reading Association Annual Conference in Louisville, Kentucky on October 30, 1981. It involves the use of a recall column (approximately 2½ inches in width) on the left side of the student's notetaking page. Students record concise notes on the remainder of the page, using key words in the recall column to organize ideas and to cue for review following a lecture or a film. Full explanations of the method can be found in Bridging the Gap: College Reading, 3rd edition, by Brenda D. Smith, Harper Collins, 1989 and Reading and the Middle School Student: Strategies to Enhance Literacy by Judith Irvin, Allyn and Bacon, 1990.

DAY 3 - Lecture/Discussion; Key Word Identification

45 minutes
Classroom
Nurse, Health Teacher, Library Media Generalist

Learning Objectives:

The student will:

1. Define HIV/AIDS and the effects of infection on the body.
2. Identify behaviors that place him/her at risk for HIV infection.
3. Explain why the risk of infection is not limited to any specific group of people.

Information Skills Objectives:

The student will:

1. Use Cornell notetaking method to record information from lectures and videos.
2. Identify and use key words to access information.

Materials and Resources Needed:

Information Skills Tracking Record (Appendix G)

Procedure:

1. Nurse and Health Teacher present overview lecture. (See outline below.)
2. Students take notes during lecture using the Cornell method.
3. Library Media Generalist reviews with students how to develop key word lists.
4. In their groups students develop key word lists appropriate to their topics.

Evaluation: Observe notetaking and track student progress.

Lecture Notes Outline

I. Define AIDS by defining the words acquired, immune system, deficiency, and syndrome.

II. Define HIV

III. Discuss common early symptoms

IV. Explain end stage - life threatening illnesses - Pneumosystis carinii pneumonia (PCP) and Karposi sarcoma.

V. Explain how AIDS is acquired: Exchange of blood/body fluids between infected and not infected persons (blood, semen, vaginal fluid) through: a) unprotected sex; b) sharing needles; c) infected mother during pregnancy/child birth.

VII Discuss how AIDS is NOT acquired:
Casual contact/ Discuss increased safety of blood supply for transfusion
No sex or IV drug use /Monogamous relationship between uninfected persons
Use of condoms makes sex safer, NOT 100% safe

VII. How do you know if you are infected?
Ask – Have you engaged in any behaviors that put you at risk?
Testing: Where done/confidentiality/counseling required/false negative results & implications.

VII. Discuss disease process and variable time frames from exposure, incubation, HIV infection, becoming symptomatic, AIDS, death.

DAY 4 - Resource Selection

45 minutes
Information Center
Library Media Generalist, Health Teacher, and Nurse.

Information Skills Objectives:

The student will:

2. Identify and use key words to access information.
3. Determine usefulness of resources.

Materials:

Research Record (Appendix D)
Information Skills Tracking Record (Appendix G)

Procedure:

1. Students complete key word lists (CHECKPOINT)
2. Library Media Generalist reviews with students how to determine if a resource meets an information need.
3. Library Media Generalist reviews use of Research Record to record suitability of resources.
4. Students work in groups to evaluate resources recording information on the Research Record.

Evaluation:

CHECKPOINT - Key word lists
Continue tracking student progress.

Closed-Book Notetaking

Closed-book notetaking is a simple but powerful technique for students to apply to processing print information. The student reads an appropriate amount of information - depending on the reading level of the student and the difficulty of the material, this could be anything from a portion of the sentence to a paragraph or two - and then, after placing a bookmarker at the page, closes the book. The student then writes down, in his or her OWN WORDS and in as abbreviated a form as is appropriate - again, this depends on the skill level of the students and the difficulty of the material - the important ideas he or she remembers from what was read. Spelling is not important at this point in time. Students are encouraged to reread as necessary, but to write notes WITH THE BOOK CLOSED. Students are also encouraged to write each note on a separate slip of paper to facilitate later organization of thoughts. See Notecards form. (Appendix F)

DAY 5 - Research begins
45 minutes
Information Center
Library Media Generalist, Health Teacher, and Nurse.

Learning Objectives:

The student will:
1. Define HIV/AIDS and the effects of infection on the body.
2. Identify behaviors that place him/her at risk for HIV infection.
3. Explain why the risk of infection is not limited to any specific group of people.
4. Identify resources for further information to use in the decision making process.
5. Identify physical, mental, social and legal consequences of AIDS.

Information Skills Objectives:

The student will:
2. Identify and use key words to access information.
3. Determine usefulness of resources.
4. Use closed-book notetaking to record information.

Materials Needed:

Bibliography sheets (Appendix E)
Notecard sheets (Appendix F)
Information Skills Tracking Record (Appendix G)

Procedure:
1. Students complete Research Record. (CHECKPOINT)
2. Library Media Generalist reviews closed-book notetaking.(See page 6)
3. Library Media Generalist reviews how to fill out bibliography sheets.
4. Students begin notetaking and recording bibliographic information.
5. Teachers check notes when 15 have been written. (CHECKPOINT)

(NOTE: Students are required to take a large number of notes, 50, in order to encourage single idea notes on each small size notecard. Having had a fair amount of opportunities for practice prior to this unit, our students were able to average 15 notes a day.)

Evaluation:

CHECKPOINT - Research Record
CHECKPOINT - 15 Notecards (begin checking)

DAYS 6, 7 and 8 - Research continues
45 minutes each period
Information Center,
Library Media Generalist, Health Teacher, Nurse

Learning Objectives:

The student will:

1. Define HIV/AIDS and the effects of infection on the body.
2. Identify behaviors that place him/her at risk for HIV infection.
3. Explain why the risk of infection is not limited to any specific group of people.
4. Identify resources for further information to use in the decision making process.
5. Identify physical, mental, social and legal consequences of AIDS.

Information Skills Objectives:

The student will:

3. Identify key words and use them to access information.
4. Use closed-book notetaking to record information.
5. Evaluate resources for accuracy and bias.

Materials Needed:

Information Skills Tracking Sheet (Appendix G)

Procedure:

1. Students take a minimum of fifteen notes. (CHECKPOINT)
2. Library media generalist leads discussion on how to evaluate sources for bias and to determine fact from opinion.
3. Students separate their notes into two piles: those that they think represent a bias or express an opinion, and those that they think represent accurate facts. ***(NOTE: Students need to have a bank of notes to work with for the activity with this lesson.)***
4. Students explain their choices to a teacher. (CHECKPOINT)
5. Students continue research, indicating on Bibliography Sheets and Notes a B for a source and/or note they feel is biased, or an A for a source and/or note they feel is accurate.

Evaluation:

CHECKPOINT - 15 Notecards
CHECKPOINT - Check for bias and/or accuracy on notecards.
Continue tracking student progress on tracking sheet.

Optional INFORMATION SKILL OBJECTIVE:

The student will use the automated catalog to locate resources.

NOTE: The Jaffrey-Rindge Middle School and the Conant High School are adjacent to each other, connected by a corridor. This makes it possible for the classes to use the High School Library Media Center with its automated catalog. This happens during these days. The library media generalist at the high school is also available to help. EVALUATION:
CHECKPOINT - Use of Automated Catalog

DAYS 9 and 10 - Presentation Preparation and Report Writing

45 minutes each period
Information Center
Library Media Generalist, Health Teacher, and Nurse

Information Skills Objectives:

The student will:

7. Produce a visual representation of information gathered.
8. Prepare a written report on the HIV/AIDS topic assigned.

Procedure:

1. Students cut note sheets along lines indicated.
2. Students write their names on the back of each note.
3. Students organize notes in logical order and work on written report.
2. Groups work on oral reports.
3. Students prepare visuals.

Evaluation:

CHECKPOINT - Notes in logical order
Continue tracking student progress.

Notecards Form Sheets

The use of the Notecards form sheet rather than index cards accomplishes two things: 1) The spaces are small and force students to think in terms of abbreviations or in one word or phrase notes; and 2) The notes are less likely to be lost during the notetaking phase if several are recorded on one page. It is not until students are ready to begin organizing their notes that the pages are cut up into individual notecards. At this point it is important for students to write their names on the back of each notecard and to clip notes together with paper clips.

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DAYS 11, 12, 13 - Group Reports

45 minutes each period
Classroom
Library Media Generalist, Health Teacher, Nurse, and Science Teacher

Learning Objectives:

The student will:

1. Define HIV/AIDS and the effects of infection on the body.
2. Identify behaviors that place him/her at risk for HIV infection.
3. Explain why the risk of infection is not limited to any specific group of people.
4. Identify resources for further information to use in the decision making process.
5. Identify physical, mental, social and legal consequences of AIDS.

Information Skills Objectives:

The student will:

5. Compare and contrast information.
9. Present an oral report on the HIV/AIDS topic assigned.

Procedure:

1. Both classes meet together.
2. Oral reports are presented, with Group One from the first class presenting then Group One from second class. Each group is allowed five to ten minutes to report.
3. Students discuss presentations. Class discussion focuses on comparing and contrasting the information presented from the two groups.
4. Group Two groups present and discussion follows as described above.
5. On Day 12 Groups Three and Four present in same manner as above.
6. On Day 13 Groups Five and Six present in same manner as above.

Evaluation:

See Grading Criteria (Appendix C)
Use Information Skills Tracking Record to assess each student's contribution to the discussion relating to comparing and contrasting.

DAY 14 - Quiz
45 minutes
Classroom
Health Teacher

Resources:
Quiz made up of questions that students generated.

Procedure:
1. Students take quiz
2. Discuss the quiz if time allows.

Evaluation:
Quiz grade

DAY 15 - Essay/ Final Discussion
45 minutes
Classroom
Library Media Generalist, Health Teacher, Nurse, Science Teacher

Learning Skills Objectives:
The student will:
6. Demonstrate the refusal skills necessary to assert his/her right to abstain from sexual activity and other identified risky behaviors.

Materials:
Essay Questions (See box below)

Procedure:
1. Students write essays.
2. Unit wrap-up discussion of essays.

Sample Essay Questions

Answer any four of the following six situations.

1. You have been going out for quite a while, and your partner is putting pressure on you to have sex. What would you do?
2. Everyone is piercing their ears, and you want to do it also. They are all using the same needle. What would you do?
3. Your best friend wants to become a blood brother with you. What would you do?
4. You have found out your best friend has AIDS and is interested in sleeping with his/her partner. What would you do?
5. You just found out another student has AIDS. What would you do?
6. A friend has AIDS and is in the school play. You are supposed to kiss him in the play. What would you do?

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Evaluation:

The Library Media Generalist, the Health Teacher, the Nurse, and the Science Teacher are all involved in evaluating the students. Responsibilities for evaluation are determined by the group.

Evaluation Criteria Tied to Learning Objectives and Information Skills Objectives

		POINTS
A. Process		
ISO #1, 2	Key words identified and used successfully	5
ISO # 3	Research record	10
ISO # 5	Bibliography - include a rating of accuracy and bias on resource.	10
ISO #4, 5	Notes - include a rating of accuracy and bias	15
B. Product		
ISO #7 LO # 1-5	Visual representation -Content, organization, appearance	10
ISO #8 LO # 1-5	Written report -Content, organization, mechanics	15
ISO#9 LO # 1-5	Oral presentation -Content, organization, delivery	20
LO # 1-5	Quiz questions	5
C. Quiz		
LO #1-5	Quiz consisting of submitted questions	100
D. Personal essay		
LO #6	In-class essay reflecting what the student can apply personally. Given a scenario students will explain and defend their choices. (See Insert with Day 15: Sample Essay Questions).	

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BIBLIOGRAPHY OF RESOURCES USED

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

NON-PRINT MEDIA

Don't Get It! Teenagers and AIDS (VHS: 21 minutes) Human Relations Media, 1989

BOOKS

Armstrong, Evan. The Impact of AIDS. Watts/Gloucester, 1990

Blake, Jeanne. Risky Times: How to Be AIDS-Smart and Stay Healthy. Workman Press, 1990.

Boston Children's Hospital. What Teenagers Want to Know About Sex. Questions and Answers. Little, Brown, and Co., 1988.

Cohen, Susan and Daniel. When Someone You Know Is Gay. M. Evans, 1989.

Colman, Warren. Understanding and Preventing AIDS. Childrens Press, 1988.

Hyde, Margaret O. and Elizabeth H. Forsyth. AIDS, What Does It Mean to You? (3rd Edition) Walker and Co., 1989.

Landau, Elaine. Different Drummer: Homosexuality in America. Julian Messner, 1986.

Madaras, Lynda. Lynda Madaras Talks to Teens About AIDS. Newmarket Press, 1988.

Madaras, Lynda. The What's Happening to My Body? Book for Boys. (New Edition) Newmarket Press, 1987.

Madaras, Lynda. The What's Happening to My Body? Book for Girls. (New Edition) Newmarket Press, 1988.

Woods, Samuel G. Everything You Need to Know About STD Sexually Transmitted Diseases. (First Edition) Rosen Publishing Group, 1990.

PERIODICALS

Articles from:

Current Health
Discover (regular feature "AIDS Update")
Science News

PAMPHLETS

American Red Cross Series

UNIT CALENDAR

Jaffrey-Rindge Middle School — Grade 8

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Information Center: Introduce unit Assigning groups 1-6 Library Media Generalist (LMG) Nurse (N) Health Teacher (HT)	Classroom: Brainstorm Show video -Discuss Learning Objectives: 1, 2, 3, 5, & 6 Information Objectives: 2 & 3 (LMG, HT) Science Teacher (ST)	Classroom: Lecture (N, HT) L.O. 1, 2, 3 I.O. 2 Develop key word list (LMG) I.O. 3	Information Center: Begin research record (LMG, HT, N) I.O. 3	Information Center: Complete research record (LMG, HT, N) I.O. 3 Begin notetaking (LMG, HT, N) L.O. 1, 2, 3, 4, 5 I.O. 1
Information Center: Continue research Evaluation of sources and notes for bias and accuracy (LMG, HT, N) L.O. 1, 2, 3, 4, 5 I.O. 1,3 , 4	Information Center: Introduction to automated catalog (LMG) I.O. 6 Continue research (LMG, HT, N) L.O. 1, 2, 3, 4, 5	Information Center: Continue research (LMG, HT, N) L.O. 1, 2, 3, 4,5 I.O. 1, 3, 4	Information Center: Organize notes Prepare visuals (LMG, HT, N) I.O. 7, 8	Information Center: Prepare oral and written reports Finish visuals (LMG, HT, N) I.O. 7, 8
Classroom: Presentations by Groups 1 and 2 (LMG, HT, N, ST) L.O. 1, 2, 3, 4, 5 I.O. 5, 9	Classroom: Presentations by Groups 3 and 4 (LMG, HT, N, ST) L.O. 1, 2, 3, 4,5 I.O. 5, 9	Classroom: Presentations by Groups 5 and 6 (LMG, HT, N, ST) L.O. 1, 2, 3, 4, 5 I.O. 5, 9	Classroom: Quiz (HT) L.O. 1, 2, 3, 4, 5	Classroom: Students respond in writing to given situations. Conclusion (LMG, HT, N) L.O. 6

HIV/AIDS - FACT OR FICTION
STUDENT HANDBOOK

During this unit the class will be divided into six groups of three to four students. In these groups you will research various aspects or the impacts of HIV/AIDS, prepare a written and oral presentation, and create a visual to convey information about your group's topic. You will also help write a quiz, take a quiz, and respond to essay questions.

TOPIC FOCUS AREAS:

Group 1:	Classifications and symptoms of HIV/AIDS; numbers of people affected.
Group 2:	Behaviors that place people at risk/risk groups.
Group 3:	Resources/alternatives/refusal skills.
Group 4:	Physical and mental consequences.
Group 5:	Social and legal consequences.
Group 6:	Facts vs. myths.

GRADING: Your grade will be determined by a number of activities.

A. Research process and written report: Research record, bibliography (minimum of three (3) resources) and notecards (minimum of 50 per person) to be turned in with written report.

B. Oral Report: Between 5-10 minutes. Needs to include some sort of visual representation (charts, graphs, etc.)

C. Quiz Questions: Each group to submit five (5) questions taken from their material to be presented to the rest of the class.

D. QUIZ grade.

(See Grading Criteria Sheet for details)

NAME:________________

PROJECT OUTLINE

1. Write at least three (3) key words related to your topic.

✓ CHECKPOINT!____________

(The teacher or library media generalist must check all of your work to this point and initial here before you continue)

2. You must have at least three (3) sources of information.
   Complete the Research Record before you take any notes.

✓ CHECKPOINT! ____________

3. Fill in the information for each source you use on the bibliography sheets provided.

4. Take notes IN YOUR OWN WORDS on the notetaking cards provided. Put your name on the back of each card! CLOSED-BOOK NOTETAKING WILL BE EXPECTED.

5. You must write at least fifteen (15) notes for your topic.

✓ CHECKPOINT! ____________

6. Write at least thirty-five (35) more notes.

7. Indicate on your Bibliography Sheets and your Notes a B for a source and/or note you feel is biased, or an A for a source and/or note you feel represents an accurate fact.

✓ CHECKPOINT! ____________

8. Choose your best notes.

9. Put your cards in logical order so they make sense.

✓ CHECKPOINT! ____________

10. Write your rough copy.

11. Have the people in your group PROOFREAD your rough copy for good spelling and sentences. All group members should sign to show they have proofread your rough copy.

12. Write your good copy.

13. Write five questions for the class quiz.

14. Hand in:
    1. your notetaking cards
    2. your research record
    3. your good copy
    4. your bibliography sheets
    5. your quiz questions

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GRADING CRITERIA

I. PROCESS	Possible Score	Your Score
Key word list	5	
Research Record	10	
Bibliography cards filled out correctly	10	
Notecards - minimum of 50	15+	
PROJECT OUTLINE Sheet signed on time by Health Teacher or Library Media Generalist	10	
TOTAL POSSIBLE POINTS FOR PROCESS	50+	

II. PRODUCT

		Possible Score	Your Score
Visual		10	
Content	5		
Appearance	5		
Written presentation		15	
Organization	5		
Content	5		
Mechanics	5		
Oral presentation		20	
Organization	5		
Content	10		
Presentation	5		
Questions for Quiz		5	
TOTAL POSSIBLE POINTS FOR PRODUCT		50	

Your total score is ___ out of 100 points. This equals ______%, which is a grade of _____.

COMMENTS:

III. QUIZ

Your Quiz score is _____. Out of 100 possible points this equals _____% which is a grade of _____.

RESEARCH RECORD

Name: ____________________ Topic: ____________________

Source	Located	Utilized	Call No.	Index	Table of Contents	Useful	Not Useful	Clues

BIBLIOGRAPHY SHEET

Ref # ________

(Check one) Book ____ Encyclopedia ____ Text___

Filmstrip ____ Video/Film ____ Other___

Author ______________________________

Title ______________________________

Publisher ______________ Place published ______________

Date published __________ Pages used _______ Volume number _____

Ref # ________

(Check one) Book ____ Encyclopedia ____ Text___

Filmstrip ____ Video/Film ____ Other___

Author ______________________________

Title ______________________________

Publisher ______________ Place published ______________

Date published __________ Pages used _______ Volume number _____

Ref # ________

(Check one) Book ____ Encyclopedia ____ Text___

Filmstrip ____ Video/Film ____ Other___

Author ______________________________

Title ______________________________

Publisher ______________ Place published ______________

Date published __________ Pages used _______ Volume number _____

NOTECARDS

Ref # ______________ Page # ______	Ref # ______________ Page # ______
Ref # ______________ Page # ______	Ref # ______________ Page # ______
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Ref # ______________ Page # ______	Ref # ______________ Page # ______
Ref # ______________ Page # ______	Ref # ______________ Page # ______

INFORMATION SKILLS TRACKING RECORD

Student	Closed-Book Notetaking	Cornell Note-Taking	Uses Key Words	Evaluation for Accuracy and/or Bias	Compare and Contrast	(optional) Uses Automated Catalog	Comment

KEY → + no assistance needed ✔ some assistance needed — much assistance needed 0 off task

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT H-1

Health Involves Values & Attitudes In Decision Strategies

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New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT H-1

Health Involves Values & Attitudes In Decision Strategies

◆

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New Hampshire Department of Education
1992

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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HIV/AIDS: Health Involves Values & Attitudes In Decision Strategies

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GRADE LEVEL: Grade nine — 50-75 students (10-15 in each class)

TIME PERIOD: Five class periods, 45 minutes each, meeting every other day for two weeks

OVERVIEW:

This unit is made up of two short, simple activities which will help students understand the most important facts about AIDS, explore some of their own questions, and develop the skills needed to reduce the risk of HIV infection. First, students will read a case study from which they will develop specific questions they wish to pursue. Using Library Media Center resources they will find the answers to their questions. Second, they will work in small groups to develop and present a skit which demonstrates how the person in their case study could have avoided contracting AIDS.

The students are 9th graders in a Health Education class. They have learned about disease in general and have had previous exposure to AIDS education in lower grades. Related topics such as sexuality, sexual orientation and other STD's have been discussed. A definition of HIV and AIDS and some historical background and statistics have been covered. The students have utilized Library Media Center resources in other classes such as Social Studies, using notecards and brief bibliographic forms.

UNIT GOAL:

The student will demonstrate the development of strategies necessary to avoid HIV infection. (Grades 9-12: Student Outcome 6 from the *New Hampshire HIV/AIDS Education Curriculum Guide.*).

UNIT OBJECTIVES:

The student will:

1. Examine individual attitudes about AIDS and discover how knowledge can change these attitudes.
2. Identify the difference between myths and truths concerning HIV transmission. (Grades 9-12: Student Outcome 5)
3. Enumerate all the ways in which HIV is transmitted, distinguish between high and low-risk behaviors that can result in the transmission of HIV. (Grades 9-12: Student Outcome 6, Indicator 2)
4. Identify ways to reduce the risk of HIV infection, including abstinence, mutually-monogamous relationships, the use of condoms, and the avoidance of intravenous drugs and contaminated needles. (Grades 9-12: Student Outcome 6, Indicator 3)

5. Demonstrate communication and refusal skills specific to reducing the risk for HIV-infection. (Grades 9-12: Student Outcome-6, Indicator 4)

INFORMATION SKILLS OBJECTIVES:

The student will:

1. Extract information from a video and discussion.
2. Distinguish facts from myth and opinion.
3. Read, extracting key words and main ideas, a case study about a person who has AIDS and brainstorm with two other students to develop three questions the group would like to answer. (R)
4. Gather and extract information, taking notes (R) from at least two sources.
5. Record sources, following a brief bibliographic format. (R)
6. Process and organize the information by answering the questions, summarizing, and writing a final draft of the questions and answers. (R)
7. Present information on the case study and the Library Media Center research. (R)

EVALUATION:

Students are evaluated in three ways during this unit. First, they are tracked in class and in the library with the Tracking Sheet for HIV/AIDS Case Studies (Appendix G). This helps keep track of how well the students are understanding the case study reading and the sources used to answer their questions. It also indicates how well the students synthesize and organize the material.

Student skits are evaluated using the Check List for HIV/AIDS Skit Performance (Appendix H) for originality and creativity as well as for content.

Students are also evaluated on the unit test which includes questions concerning ways in which HIV is transmitted, ways in which it is not transmitted, risky behaviors and risk-reducing strategies. The test is not included in this publication

HIV/AIDS:
Health
Involves
Values &
Attitudes
In
Decision
Strategies

DAY 1 - Pretest/Video

Time: 45 minutes

Location: Classroom

Instructors: Health Teacher

Unit Objectives:
The student will:

1. Examine individual attitudes about AIDS and discover how knowledge can change these attitudes.
2. Identify the difference between myths and truths concerning HIV transmission.
3. Enumerate all the ways in which HIV is transmitted, distinguish between high and low-risk behaviors that can result in the transmission of HIV.

Information Skills:

1. Extract information from a video and discussion.
2. Distinguish facts from myth and opinion.

Materials and Resources:
Myths, Facts & Attitudes worksheet (Appendix A)
Video: Sex, Drugs and AIDS. (VHS video) ODN Productions

Procedure:

1. Introduce students to the unit.
2. Have students fill out the Myths, Facts, & and Attitudes worksheet as a pretest, or assessment of information and ideas.
3. Collect worksheet when completed.
4. Introduce and show video.
5. Discuss the video. Lead students to compare and contrast their attitudes expressed on the worksheet and those expressed in the video.

Evaluation:
Students' understanding will be evaluated on Day 5 when the pretest and posttest (Myths, Facts and Attitudes worksheet) are compared.

DAY 2 - Risk Continuum/Case Studies

Time: 45 minutes

Location: Classroom

Instructors: Health Teacher

Unit Objectives:

The student will:

1. Examine individual attitudes about AIDS and discover how knowledge can change these attitudes.
2. Identify the difference between myths and truths concerning HIV transmission.

Information Skills:

The student will:

1. Read, extracting key words and main ideas, a case study about a person who has AIDS and brainstorm with two other students to develop three questions the group would like to answer.

Materials and Resources:

"Teaching Techniques: HIV Risk Continuum"
reprinted from the *Journal of School Health* (Appendix B)
HIV/AIDS Research Project Check List (Appendix C)
Question Generator sheet (Appendix D)
Case Studies:
  "Pushing the Needle Too Far" (Appendix E^1)
  "Body Bag" (Appendix E^2)
  "Anger" (Appendix E^3)
Tracking Sheet for HIV/AIDS Case Studies (Appendix G)

Procedure:

1. Conduct the HIV Risk Continuum activity following the directions given. Discuss.
2. Divide class into three groups.
3. Hand out Research Project sheet, one case study to each student in each group, and the Question Generator sheet.
4. Explain how to use the Question Generator.
5. Have students read their case studies and fill out the Question Generator.
6. Students develop a question and it is checked by the teacher.

✔ **CHECKPOINT**.

Evaluation:

Students are tracked using the criteria on the Tracking Sheet for HIV/AIDS Case Studies.

DAY 3 - Library Research

Time: 45 minutes

Location: Library Media Center

Instructors: Library Media Generalist, Health Teacher

Unit Objectives:
The student will:

1. Examine individual attitudes about AIDS and discover how knowledge can change these attitudes.
2. Identify the difference between myths and truths concerning HIV transmission.

Information Skills:
The student will:

4. Gather and extract information, taking notes from at least two sources, following a brief bibliographic format.
5. Record sources.
6. Process and organize information by answering the questions, summarizing, and writing a final paragraph.

Materials and Resources:
Notetaking sheet (Appendix F)
Tracking Sheet for HIV/AIDS Case Studies (Appendix G)
Preselected resources

Procedure:

1. LMG reviews notetaking, use of key words and phrases, and citing works using a brief bibliographic form.
2. Student research their questions.
3. Teacher and LMG coach students and assist as needed.
4. Students write a paragraph or two, using their notes.

✔ **CHECKPOINT**

Evaluation:
Students are tracked using the Tracking Sheet for HIV/AIDS Case Studies.

DAY 4 - Skit Development

Time: 45 minutes

Location: Classroom

Instructors: Health Teacher

Unit Objectives:
The student will:

4. Identify ways to reduce the risk of HIV infection, including abstinence, mutually-monogamous relationships, the use of condoms, and the avoidance of intravenous drugs and contaminated needles.
5. Demonstrate communication and refusal skills specific to reducing the risk for HIV infection.

Information Skills:
The student will:

7. Present information on the case study and the library research by presenting a skit.

Procedure:
1. Have students meet in three groups according to the case study that they read.
2. Have students use the case studies to write and practice a skit depicting how the person they read about could have avoided contracting AIDS. Instruct students to incorporate into their skit the answers to the questions they researched.

DAY 5 - Skit Performance/Posttest

Time: 45 minutes

Location: Classroom

Instructors: Health Education Teacher

Unit Objectives:

The student will:

4. Identify ways to reduce the risk of HIV infection, including abstinence, mutually-monogamous relationships, the use of condoms, and the avoidance of intravenous drugs and contaminated needles.
5. Demonstrate communication and refusal skills specific to reducing the risk for HIV infection.

Information Skills:

The student will:

6. Distinguish fact from myth and opinion.
7. Present information on the case study and the library research by presenting a skit.

Resources:

Checklist for HIV/AIDS Skit (Appendix H)
Myths, Facts, and Attitudes sheet (Appendix A)

1. Students present skits. Discuss
2. Conduct the Myths, Facts, and Attitudes survey as a posttest.
3. Students discuss what they have learned, and how their ideas have changed.

Evaluation:

Skits are evaluated using the criteria established in the checklist. Pretests and posttests are compared.

RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

VIDEO RECORDINGS:

"Sex, Drugs and AIDS" ODN Productions, VHS, 20 minutes (Available from Gateway Family HealthCenter)

"A Teenage Tragedy: An Avoidable Mistake", VHS, produced by the Human Relations class at Hollis AREA High School

BOOKS

Baker, Janet, *A.I.D.S* R&E Publications, 1984

Douglas, Paul H. *The Essential AIDS Fact Book.* Pocket Books, 1987.

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Nourse, Alan E. *AIDS.* Watts, 1986.

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Siegal, Frederick P. *AIDS* Grove Press, 1983.

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Ulene, Art. *Safe Sex in a Dangerous World.* Vintage Books, 1987.

Wachter, Oralee. *Sex, Drugs & AIDS.* Bantam, 1987.

CASE STUDIES written by Bill Ktépi, student at Hollis/Brookline High School - Class of 1994.

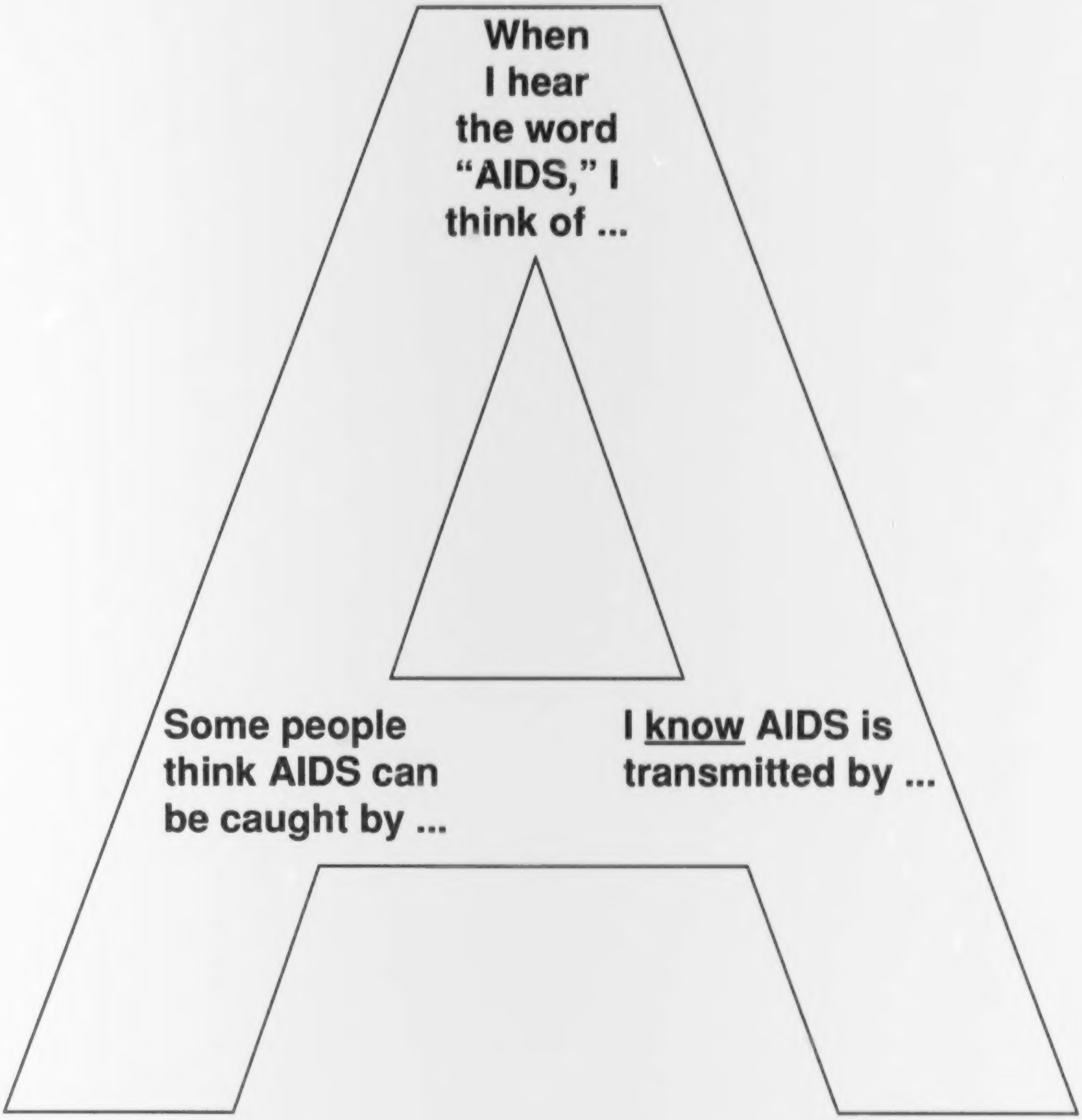
HIV/AIDS UNIT CALENDAR

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
"Myths, Facts and Attitudes" Pretest worksheet. View film "Sex, Drugs & AIDS." Discussion of attitudes towards people with AIDS. • whole class • in classroom • Health Teacher	HIV continuum activity. Explain unit tasks using "HIV/AIDS research project" directions. Assign case studies to students. Read case study 1, 2 or 3 and fill out. "HIV/AIDS Question Generator" worksheet. • whole class • in classroom • Health Teacher	Use resources in library to answer Question. Take notes on back of "Question Generator" worksheet. Write paragraph. Students tracked with Rating Scale: "HIV/AIDS - 3 Case Studies." • in library • individual students • Library Media Specialist and Health Teacher	Paragraphs due. Work in groups to develop skits. • in classroom • 3 assigned groups • Health Teacher	Presentation of skits - Teacher rates using "Checklist HIV/AIDS skit performance." Posttest on attitudes using "Myths Facts and Attitudes." Discussion of any unresolved issues. • in class room • whole class • Health Teacher

MYTHS, FACTS & ATTITUDES

(Pretest and posttest of attitudes before and after unit.)

Name: ______________________________



When I hear the word "AIDS," I think of ...

Some people think AIDS can be caught by ...

I know AIDS is transmitted by ...

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Teaching Techniques

HIV Risk Continuum

Lori J. Bechtel, Marian D. Sutter

The threat of HIV infection and AIDS among adolescents is unique. HIV is spreading among adolescents through heterosexual transmission, doubling the number of adolescent AIDS cases every four months.[1,2] Though the prevalence of AIDS among children and adolescents may not be as high proportionately as among adults, many adolescents participate in AIDS/HIV high-risk behavior as documented through self-reported data and the reported incidence of sexually transmitted diseases, teen-age pregnancies, and drug-related adjudication. In addition, AIDS prevalence data indicate greater than 20% of AIDS cases are diagnosed among persons ages 20-29.[3] Considering a potential latency period of eight years, HIV infection often occurs during adolescence.[4]

Findings from the National Adolescent Student Health Survey (NASHS) indicate most adolescents know AIDS is transmitted by sexual intercourse and sharing drug needles, and that condoms are effective in avoiding HIV infection. Unfortunately, adolescents also possess several misconceptions about HIV infection. For example, 71% mistakenly believe blood transfusions are a common way to become infected, 47% believe the risk of infection increases when donating blood, and 51% mistakenly believe washing after sexual intercourse decreases one's chances of becoming infected. Data from the Center for Disease Control's report on "HIV-related Beliefs, Knowledge, and Behaviors among High School Students"[5] reveal similar adolescent misconceptions about HIV transmission.

Because HIV is spread by specific behaviors, it is preventable. As such, the greatest weapon against HIV transmission is education. The Surgeon General's Report on AIDS[6] indicated that, with proper information and education, as many as 12,000 - 14,000 people could be saved from death by AIDS in 1991. Children have the right to accurate information about HIV infection

Figure 1

Sample Terms

- *Blood Brother/ Sister Rituals (L)*
- *Mother's Milk (H)*
- *Sexual Intercourse (H)*
- *Ear Piercing (L)*
- *Sweat (N)*
- *Drinking Alcohol (N)**
- *Sharing Razors (N)*
- *Giving CPR (N)*
- *Sharing Drug Needles (H)*
- *Sex for Drugs (H)*
- *Vaginal Sex (H)*
- *Sharing Cigarettes (N)*
- *Working/Playing with Person with HIV (N)*
- *Dirty Tissues (N)*
- *Menstrual Blood (H)*
- *Delaying Sexual Intercourse (N)*
- *Petting (No Body Fluid Contact (N)*
- *Dog Bites (N)*
- *Semen (H)*
- *Saliva (N)*
- *Tattooing (L)*
- *Dry Kissing (N)*
- *Selling/Using Drugs (N)**
- *Prostitution (H)*
- *Living on the Streets (H)*
- *Blood Transfusion (L)*
- *Oral Sex (H)*
- *Sharing Food (N)*
- *Unprotected Sex (H)*
- *Holding Hands (N)*
- *Feces (N)*
- *Sharing Needles (H)*
- *Using Condoms (L)**
- *Swimming Pools (N)*
- *Hugging (N)*
- *Vaginal Secretions (H)*
- *Tears (N)*
- *Sharing a Glass (N)*
- *Deep (French) Kissing (N)****
- *Using Condoms with Spermicide (L)**
- *Multiple Sexual Partners (H)*
- *Blood (H)*
- *Giving Blood (N)*
- *Anal Sex (H)*
- *No Sexual Intercourse (N)*
- *Mosquitoes (N)*
- *One Life-long Sexual Partner (N)***
- *Sneezes (N)*
- *Using Public Toilets (N)*
- *Using Public Telephones (N)*
- *Hot Tubs (N)*

Answer Key: *Each term is identified according to the potential risk for transmission of HIV:* **(H)**: *high risk or recorded evidence;* **(L)**: *low risk or a possibility because of the presence of blood; and* **(N)**: *no or unproven risk.*[6-9]

** - items need to be discussed further due to the possible influence of impaired judgment or human error which could allow for potential risk.*

*** - some risk may be assumed depending upon previous or current drug use and previous or current sexual activity.*

**** - no evidence of transmission by this behavior, however some risk may be assumed if blood is present in saliva.*

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and how to prevent it. Education about HIV infection also is essential in overcoming prejudice and irrational fear.

The Center for Population Options,[7] has recommended that adolescent-targeted AIDS/HIV education be an integrated, comprehensive community effort that involves parents, teachers, and community leaders and organizations that touch the lives of youth. To maximize effectiveness, practical, factual, and consistent messages about HIV transmission and means to prevent HIV infection must be delivered as part of a comprehensive school-based health education program.

Ideally, health intervention strategies for children and youth must be designed to excite and involve students. This teaching technique enables students to: 1) identify accurate information about HIV risk, 2) separate scientific information from rumor and myth, 3) reduce fear, and 4) build communication skills.

MATERIALS

To conduct the technique, the following materials are needed:

- Cards — 5" x 7" with terms in bold print,
- Continuum — 8" x 24" posterboard with the title "HIV RISK CONTINUUM,"
  2 pieces of posterboard (8½" x 11") with the terms "HIGH RISK" and "NO RISK,"
- Masking Tape, and
- Open wall space or chalkboard.

APPLYING THE TECHNIQUE

The technique may be used early in the AIDS/HIV unit to assess student knowledge of how HIV is transmitted. It also may be used after instruction to evaluate accurate information and to stimulate discussion among class members. The strategy may be modified to meet the needs of the upper elementary student by selecting terms that are less technical and appropriate to the approved curriculum. Likewise, needs of students with learning disabilities may be met through graphic representation of the terms. Figure 1 contains a list of sample terms. Terms should be selected according to age-appropriateness, be consistent with the goals and objectives of the AIDS/HIV lessons, and be in accord with community ethics.

CONDUCTING THE TECHNIQUE

Place the HIV Continuum on a wall or chalkboard and identify opposite ends as "HIGH RISK" and "NO RISK." Each student receives a piece of posterboard with a term that could represent high risk of HIV infection or low to no risk. The student places the term on the continuum according to its potential risk of HIV infection. After all the cards have been placed along the continuum, students can question the placement of any term and request that it be repositioned. Students are encouraged to justify their opinion. In turn, each word is considered and the teacher facilitates discussion, separates fact from fiction, and confirms or negates the word's placement.

CONCLUSION

HIV prevention education is vitally important. The Presidential Commission on the Human Immunodeficiency Virus Epidemic[8] affirmed the necessity of AIDS/HIV education, and directed that decisions about appropriate content and methods of instruction be determined at the local level. Students at all grade levels should receive HIV education that is captivating and that incorporates current and accurate information, providing the foundation for understanding the relationship between health and behavior. The HIV Risk Continuum is an easily modified technique appropriate for use among groups ranging from upper elementary children to adults. Teaching activities such as the HIV Risk Continuum can clarify information relevant to informed decision-making regarding health behavior and may help avoid actions that increase risk for HIV infection. ■

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Statement of Purpose

The *Journal of School Health*, an official publication of the American School Health Association, publishes material related to health promotion in school settings. *Journal* readership includes administrators, educators, nurses, physicians, dentists, dental hygienists, psychologists, counselors, social workers, nutritionists, dieticians, and other health professionals. These individuals work cooperatively with parents and the community to achieve the common goal of providing children and adolescents with the programs, services, and environment necessary to promote health and to improve learning.

Contributed manuscripts are considered for publication in the following categories: general articles, research papers, commentaries, teaching techniques, and health service applications. Primary consideration is given to manuscripts related to the health of children and adolescents, and to the health of employees in public and private pre-schools and child day care centers, kindergartens, elementary schools, middle level schools, and senior high schools. Manuscripts related to college-age young adults will be considered if the topic has implications for health programs in preschools through grade 12. Relevant international manuscripts also will be considered.

Prior to submitting a manuscript, prospective authors should review the most recent "Guidelines for Authors." The guidelines are printed periodically in the *Journal*; copies also may be obtained from the *Journal* office, P.O. Box 708, Kent, OH 44240.

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HIV/AIDS RESEARCH PROJECT

Student Check List

To give you a chance to discover more about the epidemic of AIDS, you will have the opportunity to do some library research on your own. You will receive one of three stories or case studies to read. Using the Question Generator worksheet you will extract from the reading the following information and earn points.

	Possible	Earned
KEY WORDS (2 minimum)	2 points	______
MAIN IDEAS including		
HOW VIRUS WAS TRANSMITTED	2 points	______
HOW THIS COULD HAVE BEEN AVOIDED	2 points	______

✔ CHECKPOINT ________ (Have the teacher check your work and assign points.)

You will then write down a question you have about the reading. The question should be something you are curious about - a "why" question is probably best.

QUESTION	3 points	_____

✔ CHECKPOINT ________

The next day you will spend time in the library searching for the answer to your question. You will take notes in your own words (at least three facts) which you will use to write a paragraph or two which answers your specific question. You will list the title and author of the source you used.

NOTES (Minimum of 3 facts)	5 points	______
SOURCE CITATION (Minimum of 2 sources)	4 points	______
PARAGRAPH	4 points	______

✔ CHECKPOINT ________

In addition to the paragraph, you will work with a group made up of the other people who read your case study to generate a skit which will include: 1) how the character in your case study acquired the HIV virus; and 2) how he or she could have avoided getting it (the more ideas the better). You should base the characters in your skit loosely on the people in the case study. Your group will perform the skit the next class day. You will be able to earn up to 20 points for this skit. The skit will be evaluated by the following:

	Possible points
Originality and sensitivity	5 points
Clear statement of how virus was acquired	5 points
Clear statement of how infection could have been avoided	5 points
Statement of another strategy to avoid HIV infection	5 points

QUESTION GENERATOR

Name: ______________________________

HIV&AIDS

Health
Involves
Values
&and
Attitudes
In
Decision
Strategies

CASE STUDY TITLE:

KEY WORDS

MAIN IDEAS

TRANSMITTED HOW?

HOW TO AVOID

QUESTION:

✔ CHECKPOINT

PUSHING THE NEEDLE TOO FAR

By Bill Ktépi

This case study is part of a unit on HIV/AIDS. It is to be used with the Question Generator worksheet.

Martin sat at the worn, oaken kitchen table, staring blankly at a bowl of water, a bottle of bleach, and a hypodermic needle. The vague itching sensation in his arm nagged at him, flared up dryly, but he didn't feel up to dealing with it yet. He just sat there, staring at the items, letting his weary gaze focus on the thin tip of the needle, both haunting and comfortingly familiar.

He recalled the words of a long-ago friend—a friend now alienated by several years—uttered when he'd started shooting up. "That needle's gonna push you into the grave, Marty." He'd been right. But it wasn't the heroin killing him; it was AIDS.

Martin sighed, looking at the track-marks on his arms, following them with his eyes, wondering just which needle had sent a passenger along with the numbing feeling of the drug, wondering if he'd noticed anything different at the time, anything odd about the high. Probably not. And if he had, he probably hadn't cared. But one of them had done it; a year ago, he'd been tested for HIV, and they'd come up positive. That was almost enough to sober him, especially when they double-checked the test with the Western blot test and still said he was going to die, but another "friend" of his—just a fellow junkie, really—kept telling him that only 20% of people tested positively for HIV ever got AIDS. "That's great odds, Marty, ain't it?"

Sure. They were great odds, so long as you won. But, as it turned out, no one knew just how often HIV became AIDS, only that it had done so in Martin's case, about a month ago.

To think, if he'd just bought a new needle every time...

So thinking, he reached for the needle, filled and emptied it with bleach twice, and began to repeat the process with water. He started laughing bitterly. He was lucky, he supposed—if you got AIDS from sleeping with someone, you had to stop having sex. On the other hand, he could keep shooting up. Granted, he couldn't have sex anymore now, but he was never that active in that department anyway.

When he caught his reflection in the bowl of water—sweating, callow features, a circle of white spots around his mouth, and a cluster of pink bumps next to his eye—he stopped laughing, pierced his wrist with the needle and sighed.

BODY BAG

By Bill Ktépi

This case study is part of a unit on HIV/AIDS. It is to be used with the Question Generator worksheet.

Mary sat by the windowsill, doodling on the cover of her notepad and gazing at her backyard through recently-dried tears. The clock on the wall ticked again, and she realized she'd been keeping an unconscious count--eleven minutes until her mother would arrive home from the office, an hour and eleven minutes until her father came home from same—and then she would have to tell them what the doctor told her.

After her appointment at the doctor's office at noon, she'd skipped the rest of her classes and come home, so she'd had five hours, forty-nine minutes to prepare a speech. It still sounded hokey to her.

"Mom," it began (she'd speak to her mother first, in private—this wasn't quite a female issue, per se, but her father still struck her as inapproachable in this respect). "Mom, I have HIV, the human immunodeficiency virus that causes AIDS. This isn't hypochondria." (her mother always accused her of faking illnesses). "I got the results of the test back today. Jason found out he had AIDS, and we've had sex," (she would say "sex" to her mother, but to her father she would have to change it to "intercourse."), "we've had sex five times since we started going out. As soon as he found out, he told me, and I went to get tested."

She knew what her mother would say, and the exact tone her voice would take. "Well, didn't he use a condom? in an accusatory, almost whining pitch. The truly tragic thing was...yes, he had. They'd both seen the advertisements, the endorsements, the bulletin boards, they'd been in the same Health class...but they'd never been told that most condoms have a failure rate of 10% and that only condoms with spermicide nonoxynol-9 were any good against AIDS. They'd even joked about it, once, and remembered laughter came back to Mary's ears now, distorted by hindsight like a nude photo in a funhouse mirror, twisted into a grotesque mockery of its intentions.

In her left hand Mary held a non-spermicide-carrying condom, and she slammed it down on her notebook viciously now, needing to take this anger and hopelessness out on something. Tho' they would be back again, the tears had left for now, and all she felt was a hungry rage. She stretched the prophylactic out across her knee and scrawled in bold, slashed letters, "Death comes in spurts." As her mother's car pulled into the long driveway, Mary tacked the condom onto her bulletin board like some morbid trophy of a sexual war.

ANGER

By Bill Ktépi

This case study is part of a unit on HIV/AIDS. It is to be used with the Question Generator worksheet.

A primal scream echoed against the musty stone walls of the basement, followed by a solid thud as Jack's hand collided with the sawdust-filled punching bag. The exertion was quickening his breath, and he coughed a dry, raspy cough almost constantly—so far, that was one of the few symptoms he'd shown—but he needed to work this aggression out.

"Hey, Jack," he heard in his mind as he replayed the memory of an ancient phone call with his brother. "I met the greatest guy at the Nine Inch Nails concert. You'll love him—the two of you have a lot in common. I gave him your number.'

"Is he good lookin'?" Jack had asked, grinning.

"Hey, buddy," his brother replied with mock indignation that fiber optics seemed designed for, "Don't ask me! I'm the straight one in the family, remember?"

The conversation died off as Jack's mind turned to more recent events—Frank (the "greatest guy") moving in, vows of monogamy in the shadow of the looming spectre of AIDS, and then the confrontation about the drugs.

"I don't like you doing this stuff, man. It'll kill you," Jack had said, holding up a handful of needles.

"You're not my keeper, Jack. Or my mother." Frank moved out the next morning, and Jack didn't hear from him for another two years, when a doctor told him that Frank had contracted AIDS, Jack's name was on a list of past partners, and could he come in Thursday for a test? Sure, Jack had replied, why not—after all, he never got sick, he was the most healthy man he'd ever met.

Not anymore. Oh, sure, he was doing a lot better than most guys with his "condition," but hell, he was still *dying*. And it was his fault, too—it was his idea to forget about condoms, since he and Frank were monogamous. Yeah, they'd saved money, but it cost Jack his life.

He lunged his fist forward one more time, puncturing the bag and expelling gusts of sawdust before collapsing on the ground in a coughing fit that morbidly resembled laughter.

NOTETAKING

Source #1

Notes:

Source #2

Notes:

✔ CHECKPOINT

Paragraph

TRACKING SHEET FOR HIV/AIDS CASE STUDIES

Students will be tracked by rating them with the following criteria.

Student names																
QUESTIONS GENERATOR Key words (2 pts.)																
How Transmitted (2 pts.)																
How to Avoid (2 pts.)																
Question (2 pts.)																
NOTETAKING Notes (minimum 3 - 1 pt. per note)																
Paragraph (4 pts.)																
Bibliographic citations (4 pts.)																

Criteria:
For Question Generator activities
  2 pts = understands and can verbally explain
  1 pt = understands but has difficulty explaining
  0 pts = does not do, or does not appear to understand

3 points for the question if it meets above criteria AND is a thoughtful question.

For NOTETAKING SHEET
Notes: 3 minimum. 5 max points. 1 point per note.

Paragraph: 4 points = Clear, concise, necessary information
3 points = Necessary information
2 points = Most information, but missing one point
1 point = Incomplete information

Bibliographic citation: Minimum of 2 sources -
2 points for each correct citation

CHECKLIST FOR HIV/AIDS SKIT PERFORMANCE

Students performance will be judged on the following rating scale.

5 = completed task in cooperative and well planned manner
3 = attempted task with little obvious planning
1 = attempted task but did not complete satisfactorily
0 = did not attempt

The following items will be rated in the student's performance.

	GROUP #									
Originality and sensitivity										
Clear statement of how character acquired virus										
Clear statement of how character could have avoided HIV infection										
Mention of additional strategy to avoid HIV infection										
ADDITIONAL COMMENTS:										

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT H-2

HIV/AIDS Risks: It's Your Responsibility

* * *

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New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT H-2

HIV/AIDS Risks: It's Your Responsibility

❦

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the *New Hampshire HIV/AIDS Education Curriculum Guide*, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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HIV/AIDS Risks: It's Your Responsibility

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GRADE LEVEL: Grade 9/10 (10-20 students)

TIME PERIOD: 14 consecutive days; 45 minute periods

OVERVIEW:

Description of unit: This unit develops and integrates the skills of note-taking and research with exploration of self-esteem, decision making and substance abuse as it relates to being put at risk for HIV infection. It requires the student to work independently and in small groups. Activities occur in both the classroom and the Library Media Center.

Student background: It is assumed that the student has demonstrated an understanding of the responsibilities associated with a sexual relationship (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 9-12: Student Outcome 1)

UNIT GOAL:

The student will understand the relationship between decision making, self-esteem, drug and alcohol abuse, and being at risk for HIV/AIDS infection. (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 9-12: Student Outcomes 3 and 4.)

UNIT OBJECTIVES:

Learning Objectives:

1. Define self-esteem in own words and describe the influences upon it. (Grades 9-12: Outcome 4, related to Indicators 1, 2)
2. Distinguish in own words the difference between positive and negative risk taking. (Grades 9-12: Outcome 4, Indicator 4)
3. Describe the symptoms and methods of transmission of HIV/AIDS and the concerns regarding HIV infection in the adolescent population. (Grades 9-12: Outcome 5, Indicators 3, 4)
4. Explain the relationship between drug and alcohol abuse and self-esteem as it relates to HIV/AIDS infection. (Grades 9-12: Based on Outcome 3, Indicator 3, Outcome 4, Indicator 3)

Information Skills: The student will:

1. Take notes in own words using mind mapping and two-column note taking methods.
2. Select visual information to create a collage titled "Who am I? How did I get this way?"

3. Process information from notes in order to participate in a group role play dealing with risk taking.
4. Access information from a variety of sources in the Library Media Center.
5. Process (extract, organize, compare/contrast, analyze and summarize) information from a variety of LMC resources.
6. Design and produce a poster which presents information about the symptoms and transmission of HIV/AIDS.

STUDENT EVALUATION:

Student progress is checked regularly using a tracking sheet. (See Appendix J) Process and product are both evaluated. Content knowledge is evaluated by the use of a posttest and final activity.

DAY 1 - Introduction to Notetaking

Time: 45 minutes

Person Responsible: Classroom Teacher

Class Location: Classroom

Learning Objective:

1. Define self-esteem in own words and describe the influences upon it.

Information Skills: The student will:

1. Take notes in own words using mind mapping and two-column notetaking formats.

Resources Needed:

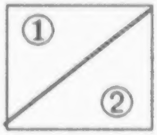
Self-esteem pretest (Appendix A)
Handout for Notetaking lecture (Appendix B-1)
Handout for Mind Mapping (Appendix B-2)
Handout for Two-Column Notetaking (Appendix B-3)
Prepared paragraphs for notetaking practice. We used paragraphs taken from: Reading Stories with Comprehension Questions: *Kim Marshall Series Reading Book I.* Educators Publishing Service, Inc., Cambridge MA, 1981.

Procedure:

1. Students are introduced to notetaking concepts, two-column notetaking, and mind mapping.
2. Handouts for practice on notetaking are distributed. The first paragraph is used for a group notetaking activity.
3. Student chooses one of the notetaking techniques and uses it to gather information independently from the second handout.
4. Administer the pretest on self-esteem.
5. Students are asked to brainstorm the definition of self-esteem, and mind map the discussion on the blackboard for student to copy.

Evaluation: Use tracking sheet to record evaluation of notetaking practice. By drawing a diagonal line in the box you can evaluate the two aspects of notetaking.

Days 1 and 2



Notetaking

① Identifies main topic and understands
② Lists subtopics correctly
✔ Good work
✔+ Superior work
✔− Off task

DAY 2 - Self-Esteem Video Notetaking

Time: 45 minutes

Person Responsible: Classroom Teacher and LMG

Class Location: Classroom

Learning Objective(s): The student will:
1. Define self-esteem in own words and describe the influences upon it.

Information Skills: The student will:
1. Take notes in own words while viewing video on self-esteem.

Resources Needed:
Self-esteem video: Getting Along With Others. Cambridge Career Products, PO Box 2153, Charleston, WV 25328-2153.

Procedure:
1. The student views a video on self-esteem and takes notes on it. (Self-Esteem from the Personal Development Video Series © 1988 Cambridge Career Prouction. Charleston, WV 25328-2153).
2. In a group students discuss positive and negative self-esteem to include definition and influences on it.
3. Student takes notes from discussion.
4. Homework Assignment: Think about creating a collage in the next class entitled: "Who Am I? How Did I Get This Way?"

Evaluation: Use tracking sheet to record evaluation of notetaking.

DAY 3 - Collage-Making

Time: 45 minutes

Person Responsible: Classroom teacher

Class Location: Classroom

Learning Objective: The student will:

1. Define self-esteem and describe the influences upon it.

Information Skills:

2. Select visual information to create a collage titled "Who am I? How did I get this way?"

Resources Needed:

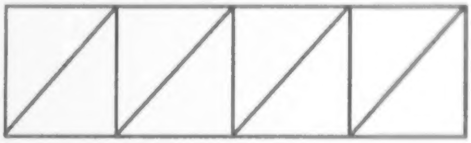
Material for a collage—paper, pens, glue, magazines or pictures

Procedure:

1. Student selects collage material.
2. From magazines and print material the student finds words and pictures for a collage to answer the question "Who Am I? How Did I Get This Way?"

Evaluation: Use tracking sheet to evaluate collage making. Are students selecting appropriate pictures? Staying on task? By drawing a diagonal in each of four boxes you will have room to check the students eight times over the two days.

Days 3 and 4



✔ Student on task
✔+ Superior work
✔– Student not working to capacity or off task

DAY 4 - Collage Making/Posttest on Self-Esteem

Time: 45 minutes

Person Responsible: Classroom teacher

Class Location: Classroom

Learning Objective: Same as previous day

Information Skills: Same as previous day

Resources Needed:
Same as previous day and
Posttest for self-esteem (same as pretest) (Appendix A)
Several articles on teenage risk taking: Example:
    Elkind, David. "Teens Who Take Risks," Parents, June 1989, p. 218.
    McCoy, Kathleen. "Is Your Child Flirting With Sex," Reader's Digest, September, 1989, pp. 111-114.

Procedure:
1. Student completes collage and shares it with the class.
2. Student completes posttest on self-esteem.
3. Homework assignment: Read articles on risk taking.

Evaluation: Use tracking sheet to evaluate collage making.

3°1

DAY 5 - Scenarios About Risk Taking

Time: 45 minutes

Person Responsible: Classroom Teacher

Class Location: Classroom

Learning Objective: The student will:
2. Distinguish in own words the difference between positive and negative risk taking.

Information Skills: The student will:
3. Process information from notes in order to participate in a group role play about risk taking.

Resources Needed:
Articles on risk taking
File cards with Scenarios About Risk Taking (Appendix C)

Procedure:
1. In a group students define risk taking and the discussion is mind mapped on the board by the teacher.
2. Using the assigned articles, the student discusses with group, the risk taking involved in mountain climbing and includes the precautions taken to reduce risks to health and safety. This is repeated with scuba diving.
3. Each student mind maps the discussion.
4. Each student receives a file card with a scenario on it. The student describes the risks of the scenario, and offers possible suggestions, precautions and/or alternatives to increase safety and reduce injury and risks.

Evaluation: Use tracking sheet to record evaluation of mind map and role playing.

DAY 6 - Library Orientation/Skills Review

Time: 45 minutes

Persons Responsible: LMG and teacher

Class Location: Library Media Center

Information Skills: The student will:

4. Access information from a variety of sources in the Library Media Center.

Resources Needed:

LMC resources (vertical file materials, library catalog, CD-ROM magazine index, book index)
LMC Skills Checklist (see Appendix D)

Procedure:

1. LMG provides an orientation to the LMC including the vertical file, CD-ROM and book index and library catalog.
2. LMG demonstrates a topic search on the CD-ROM magazine index. *Note: Exeter High used Magazine Article Summaries, however other magazine indices can be used. If a magazine index on CD-ROM is not available, use the Reader's Guide to Information.*
3. Student is introduced to the LMC Skills Checklist to be monitored by LMG and teacher.

Evaluation: Use tracking sheet to record how well students paid attention and stayed on task during this lesson.

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DAYS 7, 8, & 9 - Library Research

Time: 45 minutes

Person Responsible: Classroom Teacher and LMG

Class Location: Library Media Center

Unit Objective: The student will:

3. Describe the symptoms and methods of transmission of HIV/AIDS and the concerns regarding HIV infection in the adolescent population.

Information Skills: The student will:

4. Access information from a variety of sources in the Library Media Center.
5. Process (extract, organize, analyze, and summarize information from a variety of LMC resources.)

Resources Needed:

Vertical file, library catalog, book index, CD-ROM
File cards for bibliographic information and for taking notes.
Notetaking formats (Appendices E and F)
LMC Skills Checklist

Procedure:

1. Student is assigned to groups, each with a topic for investigation. The two topics are AIDS TRANSMISSION and AIDS SYMPTOMS.
2. Each student is given file cards for recording both bibliographic information on the sources and then actual notetaking following the notetaking formats E and F.
   Note: We had students transfer formats from Appendices E and F onto the notecards. Either the format pages or notecards may be used.
3. Each student is required to find a minimum of three references including a magazine article, a book and a source from the vertical file.
4. After completing research, the students meet with their assigned groups and identify five topics of information from all the notecards to use to design and complete a poster on the assigned topic during Day 10.

Evaluation: Use tracking sheet and LMC Skills Checklist.

DAYS 10 & 11 - Posters

Time: 45 minutes

Person Responsible: Classroom Teacher

Class Location: Classroom

Learning Objective: The student will:

3. Describe the symptoms and methods of transmission of HIV/AIDS and the concerns regarding HIV infection in the adolescent population.

Information Skills: The student will:

5. Process (extract, organize, compare/contrast, analyze and summarize) information from a variety of LMC resources.
6. Design and produce a poster which presents information about the symptoms and transmission of HIV/AIDS.

Resources Needed:

Notecards from the LMC
Poster board
Pencils, markers, crayons

Procedure:

1. The student meets with group members to discuss research and begin designing group posters.
2. Each group member is assigned a task in order to complete the poster.
3. Student hands in notecards to document individual research efforts.
4. When completed the posters are shared with the other groups. Each student has an opportunity to ask questions and then to comment and critique the poster.
5. Next posters are presented to a class of peers using similar criteria. The posters are then displayed publicly in the school.

Evaluation: Use tracking sheet to record if students are on task. Check eight times over the two days. Evaluate finished poster.

DAY 12 - Drug and Alcohol Abuse: Pretest/Filmstrip

Time: 45 minutes

Person Responsible: Classroom Teacher

Class Location: Classroom

Learning Objective:

4. Explain the relationship between drug and alcohol abuse and self-esteem as it relates to HIV/AIDS infections.

Information Skills: Students are involved in activities which require:

a. Listening
b. Processing information
c. Discussion

Resources Needed:

Pretest on Drugs and Alcohol (See Appendix G)
Filmstrip on teenage alcohol abuse (we used : Alcohol Facts: For Teenagers Only. Sunburst Communications, Pleasantville, N.Y. 1983).
Lecture material on drugs
Drug and Alcohol Information Sheets

Procedure:

1. The student is administered a pretest on drug and alcohol use.
2. Students take notes while viewing a filmstrip on teenage drug abuse.
3. This is followed by a brainstorming/discussion activity. The student is asked to brainstorm different types of drugs.

Evaluation: Use tracking sheet to record evaluation of notetaking and discussion.

DAY 13 - Drug Discussion/ Mind Mapping

Time: 45 minutes

Person Responsible: Classroom Teacher

Class Location: Classroom

Unit Objective: See previous day

Information Skills: Students are involved in activities which require:
a. Listening
b. Processing through mind mapping

Resources Needed:
List of drugs discussed previous day

Procedure:
1. The student defines each drug from the previous day's brainstorming and discusses the effect of each drug on the human body
2. The student completes a mind map on this activity.

Evaluation: Use tracking sheet to record evaluations of mind map.

DAY 14 - Unit Wrap-up: Tests and Evaluation

Time: 45 minutes

Person Responsible: Classroom Teacher

Class Location: Classroom

Learning Objective(s): All

Resources Needed:
Posttest on drugs and alcohol (Appendix G)
Final Assessment (Appendix H)
Unit Evaluation form (Appendix I)

Procedure:

1. The student is administered a Drug and Alcohol posttest which is the same as the pretest.
2. Next each student is given an essay question. In answering the question, the student is required to include a discussion of HIV/AIDS as it relates to self-esteem, risk taking, decision making, drug and alcohol use.
3. At the end of the class, the student is asked to fill out a brief Unit Evaluation form.

Evaluation: Final assessment. Twenty points are possible. Response must include discussion of HIV/AIDS as it relates to self-esteem, risk taking, decision making, and drug and alcohol abuse.

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IMPORTANT

SELF-ESTEEM

Name____________________________ Date______________

CIRCLE the correct answer to these multiple choice questions.

1. Positive self-esteem includes:
    - a. feeling good about yourself
    - b. having self-worth and confidence
    - c. keeping a positive attitude
    - d. all of the above
2. Illogical thoughts consist of:
    - a. maintaining a positive attitude
    - b. accepting negative feelings as truth
    - c. attacking with facts
    - d. developing self-worth
3. To avoid low self-esteem it's important to:
    - a. use should/would statements
    - b. reject positive experiences
    - c. assume that luck plays a big part in life
    - d. recognize negative thoughts and feelings
4. An example of a positive statement is:
    - a. I should study more.
    - b. I should try out for the play but I'm too busy.
    - c. I should spend more time in the library but it's too noisy in there.
    - d. Science requires a lot of work and I'll get extra help to pass the exams.
5. A cause of illogical thoughts is:
    - a. a sense of yourself as the cause of negative events
    - b. attacking with facts
    - c. feeling good about yourself
    - d. goal setting

(Continued)

IMPORTANT

p. 2

MATCH the following statements with the best answer below.

1. ____Sarah got an "F" on her first exam and decided she'd never pass the course.
2. ____You think your answer is stupid because the student next to you said so.
3. ____You must be lucky because you got an "A" on your mathematics test.
4. ____The teacher didn't answer your question so it must have been a stupid question.
5. ____Your teacher didn't say "hi" to you in the cafeteria so she must be angry with you.

A- seeing yourself as the cause of negative feelings
B- assuming that a negative experience will happen over and over again
C- exaggerating a negative experience and downgrading the positive one
D- having no facts to support negative feelings
E- accepting negative feelings as the truth

Make a POSITIVE statement from each of these should/would statements.

1. I should have double spaced my term paper to make it longer.

2. I would like to be an aide for the Main Office, but I'm too shy.

3. I should join a club or team at school, but I don't have time.

4. I would like to take a more challenging mathematics course, but it's too much work.

5. I should spend more time studying, but I have to be in bed by 10:00 pm.

ATTENTION PLEASE!...IMPORTANT NEWS

FLASH!

NOTETAKING

Taking notes requires four basic concepts:

1. Mental/Physical preparation
   a. Tools - paper, pencils, books
   b. Readiness
2. Good listening and concentration
3. Selecting relevant information
4. Good strategy for writing information down
   a. Listen for important ideas; new ideas
   b. Write in own words

No single way - people use different ways:

1. Outlining
2. Two-column notes
3. Mind mapping
4. Other ways

Each is similar:

1. Find main idea.
2. Write it in own words.
3. Use key words and phrases.
4. Add important details.

Ultimate goal:

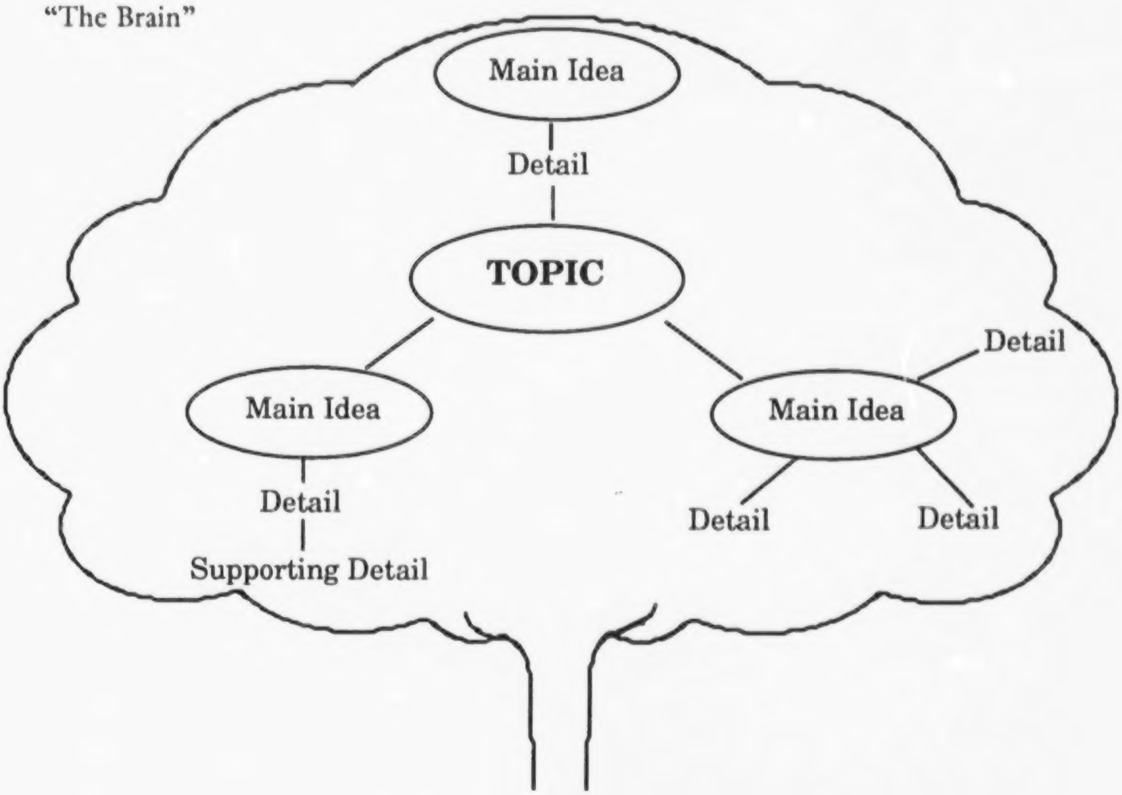
To record information in an organized way to be able to remember or use it later.

MIND MAPPING FORMAT

Definition: Visual representation (map) of thoughts on a certain subject. Useful way to bring out what you know about a subject to organize the information.

***Guidelines for Mind Mapping*:**

- Use key words that will later trigger your memory.
- Use key words or phrases to represent concepts/main ideas related to the topic.
- Use key words to represent supporting details related to the concept or main idea.
- Identify no more than six main ideas per topic. If there are more than six make another map.
- If material is demanding and not familiar read a small chunk (a paragraph or part of a paragraph) at a time and then fill in your map.
- Mind mapping is highly individual. Do it the way your mind works. There is no right way. Your way is best for you.



TWO-COLUMN NOTETAKING

Name: ____________ Topic: ____________ Date: ____________

Use key words to record major concepts in the left column. Using key words or phrases write supporting facts or details in the right column.

MAIN IDEA	DETAILS
MAIN IDEA	DETAILS

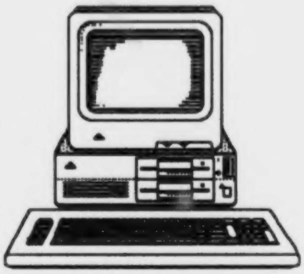
SITUATIONS

1. Your friend at work offers to take you hang gliding next weekend.
2. On Friday night you and two friends decide to leave at 5:00 a.m. the next morning to climb Mt. Adams, the steepest mountain in New Hampshire.
3. You have been to the dentist three times already this year and each time your teeth are X-rayed. Today the dentist suggests doing it again.
4. You want to build up your body a little, so you buy a set of weights and bring them down into the cellar to work out alone.
5. A tree falls across the driveway. Your parents are not home but you know where your Dad keeps the chainsaw.
6. Your friend is learning to be a gymnast. He has a high bar in his garage. After watching a competition on TV he is convinced he can do several of the difficult routines that he watched. He invites you to watch him.
7. You and your best friend decide to get a tattoo on your arms.
8. There is a storm over the weekend. You just bought a surfboard and head off to Hampton Beach to try your luck with the eight to twelve foot swells.
9. After you graduate from high school, three of your friends take you to Orange, Massachusetts to the airport where people go sky-diving.
10. There is a downhill race course at your favorite ski resort. After the race is over, you go up the ski-lift and find yourself at the beginning of the gated course.
11. A bunch of your friends take you to a moto-cross weekend competition. After the race they let you try a bike. You've never ridden off-road before.
12. The axle on your truck cracks. Your uncle has welding equipment but is out of town. You go in and help yourself to the equipment to fix the truck.
13. Your next door neighbor has three children ages one, three, and four. She runs over to your house looking for a babysitter so she can go to a doctor's appointment.
14. A group of your friends challenge another group of kids to play ice hockey.
15. Your town has a volunteer fire department. You decide to join up and when the siren blows the next afternoon—off you go!!!
16. You are late for an appointment. You can save 25 minutes off your walk by crossing Route 95.
17. You are on vacation in Florida and your friend suggests that you go skin diving with her for the afternoon.
18. Your friend has confided in you that he and his girlfriend have decided that they are ready for sexual intercourse.
19. You find out that your cousin is using drugs on a regular basis.

LMC SKILLS CHECKLIST

Name: ______________________

Date: ___________

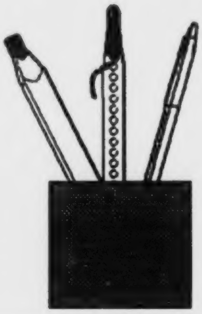


Indicate skill level and date of assessment.

1 = Minimum skills
2 = Adequate skills
3 = Advanced skills

SKILL	Skill level	Date	Skill level	Date	Skill level	Date
Vertical file use						
Library catalog use						
Book index use						
CD-ROM index use						
Proper notecard format						
Notetaking						
Finds book on shelf						

Evaluator: ______________________________



NOTETAKING FORMAT 1

Resource Information: Periodical article Name: ______________ Class: ______

Research Topic: ______________________________

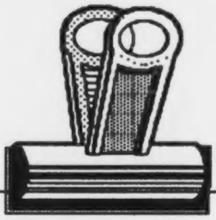
Periodical Title: ______________________________ Date of Publication: __________

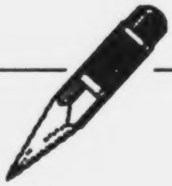
Title of Article: ______________________________

Author: ______________________________ Page number: _________

Main Points from the Article

Additional Points and Questions Arising from the Article





NOTETAKING
FORMAT 2

Resource Information: Book Name:________________ Class:____ Date: _____

Research Topic: ____

Book Title: ____

Author: ____

Publisher: ____

Date of Publication: ____________________________

Page Reference: **Main Points or General Information**

______________	____
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	____

DRUG AND ALCOHOL PRETEST

Name ______________________ Date __________

Circle the best answer.

1. All drugs are bad for you. True False

2. Alcohol is a stimulant. True False

3. Stopping drug abuse before it begins is called
A. prevention B. withdrawal
C. tolerance D. education

4. How long does marijuana stay in the body after smoking?
A. one day B. 12 hours C. up to a month D. one hour

5. Which of the following poses the greatest health hazard to the most people in the United States?
A. cigarettes B. codeine C. caffeine heroin E. LSD

6. The majority of inhalant abusers are
A. men B. women C. elderly D. children

7. Which of the following will sober up a drunk person?
A. a cold shower B. black coffee C. time D. walking

8. Which of the following should never be mixed with alcohol?
A. amphetamines B. cocaine C. sedatives D. cigarettes

Please explain why.

9. The most common abused drug in the United States is
A. marijuana B. cocaine C. alcohol D. heroin

10. Most drug users make their first contact of illicit drugs through
A. pushers B. their friends C. accidentally D. the media

11. The use of drugs and alcohol during pregnancy
A. should stop at 20 weeks.
B. should be limited to tobacco and alcohol.
C. is harmful at any stage of development.

(Continued)

12. People under the influence of drugs and/or alcohol

A. have impaired judgment	True	False
B. are capable of driving	True	False
C. should be watched carefully until they sober up	True	False
D. should be able to operate machinery	True	False
E. run the risk of hurting themselves	True	False

13. Classify the following as stimulants, depressants, or hallucinogens by placing a check mark in the appropriate column.

Substance	Stimulant	Depressant	Hallucinogens
Morphine			
Marijuana			
Amphetamine			
Barbiturates			
LSD			
Alcohol			
Glue			
Heroin			
Crack			

ATTENTION

Name ____________________ Date __________

FINAL ASSESSMENT

SITUATION

You and your girlfriend/boyfriend have been dating for most of the school year. You both have decided that the relationship has become very serious. Before the relationship goes any further what should you both talk seriously about?

In your answer be sure to include discussion of HIV/AIDS as it relates to:

A. Self-esteem
B. Risk taking
C. Decision making
D. Drug and alcohol use

NOTICE

Name: ______________________________ Date: ______________

UNIT EVALUATION

The topics that we covered in this unit were: self-esteem, positive and negative risk taking, HIV/AIDS information, drug and alcohol abuse, use of the library in research, and notetaking.

Answer the following questions by circling the number under each one that comes the closest to how you feel right now.

Do you think that this unit was worthwhile?

Yes, very worthwhile 1 2 3 4 5 *No, waste of time*

Did you learn any new information from this class?

Yes 1 2 3 4 5 *No*

How much do you feel you personally needed this unit?

Very much 1 2 3 4 5 *Not at all*

What new information did you learn? List topics.

What topics should we change?

Without leaving these topics out how could we make them more interesting or informative?

……

Complete the following sentences:

The activities that I liked the best were…

The thing I liked least about the class was …

The most important thing I learned was …

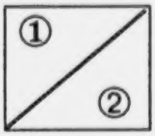
Thank you!!

LEGEND

(to be used with Class Record Sheet Appendix J^2)

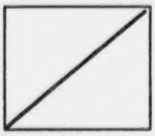
Days 1 and 2

Notetaking
① Identifies main topic and understands
② Second check correctly identified ✔Subtopics
✔ Good work
✔+ Superior work
✔− Off task



Days 3 and 4

On task and completion of collage
8 Checkpoints during classtime
✔ Student on task
✔+ Superior work
✔− Student not working to capacity or off task



Day 5

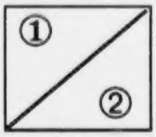
Notes on risk taking
Role playing
✔ Good work
✔+ Superior work
✔− Off task

Day 6

Attentive and on task during lesson
✔, ✔+, ✔− (see above for criteria)

Days 7, 8, and 9

Information retrieval in LMC
① Completed task using CD-ROM, vertical file, etc.
② Quality of information
✔, ✔+, ✔−



Days 10 and 11

Posters
On task (see Days 3 and 4 for criteria)
Finished Project
✔, ✔+, ✔−

Day 12

Notetaking on video - Drugs and Alcohol (see Days 1 and 2 for criteria)
Participates in discussion
✔, ✔+, ✔−

Day 13

Mind Map - Effects of Drugs (see Days 1 and 2 for criteria)

Day 14

Final Assessment
20 points possible

CLASS RECORD SHEET

Use with Legend - Appendix J^1

	Day 1	Day 2	Days 3 and 4				Day 5		Day 6	Days 7, 8, 9				
Task Student Name	Notetaking practice	Video note taking	On task while making collage	On task while making collage	On task while making collage	On task while making collage	Mind map	Role play	Attentive, on task	CD-ROM	VF use	Catalog use	Index use	

CLASS RECORD SHEET

Use with Legend - Appendix J[1]

Task	Days 10 and 11					Days 12 and 13			Day 14					
Student Name	On task while making poster	On task while making poster	On task while making poster	On task while making poster	Final poster	Notetaking of video	Participates in discussion	Mind map	Final assessment				Unit grade	

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING
CURRICULUM PROJECT

UNIT H-3

Decision Making
and
Sexual Relationships

◆

Ellen Andes, *Library Media Generalist*
Rosemary Swanick, *Human Growth & Development Instructor*
Kingswood Regional High School
Wolfeboro, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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NEW HAMPSHIRE HIV/AIDS RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT H-3

Decision Making and Sexual Relationships

* * *

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Wolfeboro, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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GRADE LEVEL: 10

TIME PERIOD: 50 minutes, 8 consecutive sessions

OVERVIEW:

This portion of the HIV/AIDS Curriculum project deals specifically with decision making, teen pressure, risk taking and other behaviors as they relate to sexual relationships.

The students will be a heterogeneously grouped 10th grade class. They will have some experience with decision-making models and will have received instruction in reproductive biology. They will have had varying levels of instruction in information skills.

Students will be working in groups to locate information from preselected sources and will then use varying presentation formats to instruct their fellow students.

UNIT GOAL:

The student will demonstrate an understanding of the need to make responsible decisions before entering into a sexual relationship in order to prevent harmful consequences such as HIV/AIDS.
(*New Hampshire HIV/AIDS Education Curriculum Guide,* Grades 9-12, Student Outcome 1)

UNIT OBJECTIVES:

The student will:

1. Demonstrate an understanding of the difference between the facts and myths that affect sexual decision making. (Grades 9-12: Outcome 1, Indicator 6)
2. Identify some of the external and internal pressures to become sexually active. (Grades 9-12: Outcome 1, Indicator 2)
3. Compare decision-making processes with an impulsive "feel act" response. (Grades 9-12: Outcome 1, Indicator 1).
4. Describe the influence of risk-taking behavior on sexual decision making. (Grade 9 -12: Outcome 1, Indicator 4)
5. Describe criteria for making decisions about sexual behavior. (Grades 9-12: Outcome 1, Indicator 3)
6. Describe some of the possible consequences of a sexual relationship and ways of expressing love other than sexual intercourse. (Grades 9-12: Outcome 1, Indicators 4 and 7)

INFORMATION SKILLS FOCUS: (R= Reinforced)

The student will:

1. Demonstrate the ability to identify information needs by identifying key words and concepts. (R)
2. Demonstrate the ability to gather/extract information through notetaking. (R)
3. Demonstrate the ability to process information through analysis and synthesis by sharing their information with peers through a variety of formats. (R)

EVALUATION:

1. Instructor will use the Evaluation/Tracking device to evaluate:
   a. notetaking from resources
   b. notetaking as a listener to group presentations
   c. presentation
2. Peer evaluation by student on Peer Evaluation form
3. Quiz grade
4. Instructors will compare a pretest in the form of a "Dear Gabby" (Appendices A and B) letter with a similar posttest.

DAY 1 - "Dear Gabby" Pretest

Overview: After the instructors introduce the unit and its format, students take a pretest in the form of a 'Dear Gabby' letter. They then brainstorm the issues surrounding a sexual decision in order to identify key words and concepts to be used later.

Location: Classroom

Persons Accountable: Classroom teacher and LMG

Materials Needed: 'Dear Gabby' letters (Appendices A and B)
Unit Calendar

Unit Objectives:
Learning Objectives 1-6
Information Skills Objective 1

Procedure:

1. (LMG) Introduce by explaining resource-based learning. Explain that the library media generalist and the classroom teacher will be team teaching the unit, that they will be using many resources, and that they will be evaluated on how well they use the resources and present the information as well as on what they learn about the topic. Using the flow chart (Figure 1) explain the sequence of activities.
2. (Teacher) Explain to students that they will now be taking a pretest in the form of a "Dear Gabby" letter. It is a pretest and will not be graded. In fact, the pretests will be placed in an envelope until the end of the unit. Remind students that it is a test, however, and they are to work silently on their own.
3. Distribute the pretests, giving the appropriate one to each sex. Tell students they are to read the letter, and then to write a letter of response back to the person, as if they were "Gabby." Tell them since it is a pretest, their response should indicate their level of understanding of the issues involved. Allow approximately 10-15 minutes for students to complete. When finished, ask students to place them in a large brown envelope.
4. Pass out folders and paper for students to list brainstorming ideas. Explain that all materials will be kept in these folders.
5. Have students brainstorm the issues involved in the pretest. Using chalkboard or newsprint list all ideas generated. Be sure to question, probe and even suggest in order to be sure that the issues covered in the six unit objectives all appear on the board in one form or another, i.e. knowing the facts vs. misinformation, internal and external pressures to be sexually active, impulsive behavior vs. thought out decisions, risk-taking, criteria for decision-making, and consequences of a sexual relationship. Commend students for the good job done in brainstorming and explain that from this list the teaching team will develop questions which the students will be working on in small groups.

Figure 1.

Sequence of Activities

PRETEST
(Dear Gabby letter)

BRAINSTORMING
(Issues related to sexual decision making)

IDENTIFY KEY WORDS AND CONCEPTS
(from brainstorming session)

FORM GROUPS TO RESEARCH TWO QUESTIONS

NOTETAKING LESSON

NOTETAKING FROM RESOURCES

PREPARATION OF PRESENTATION

GROUP PRESENTATIONS
  NOTETAKING OF PRESENTATIONS
  DEVELOP QUIZ QUESTIONS FROM PRESENTATIONS

QUIZ AND POSTTEST

UNIT EVALUATION

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DAY 2 - Notetaking Review

Overview: After reviewing the sequence of activities, the LMG gives instructions on notetaking. The students are divided into three groups and receive questions from brainstorming session. Preselected resources are surveyed.

Location: Classroom and Media Center

Persons Accountable: LMG and classroom teacher

Materials Needed:
Research Question sheets (Appendix C)
Preselected resources.

Unit Objectives:
Learning Objectives 1-6
Information Skills Objective 2

Procedure:

1. (LMG) Review the flow chart of activities with the students. Conduct a 30 minute review of notetaking with the students. Reasons for taking notes, when to take notes, how to take notes, use of the table of contents, indexes, key words, skimming and scanning, etc, are all part of this review. Appropriate text may be photocopied and used as a transparency to illustrate closed-book notetaking techniques and [illegible] to say it in one's own words using key words and phrases.
2. Conduct a quick preview of the resources that have been preselected.
3. (Teacher) Divide the students into three groups (counting off, names in a hat, etc. may be used to facilitate this.)
4. Hand out the questions that have been developed by the teaching team based on the brainstorming of the previous day. Discuss these questions with the students so that they understand them and under stand what they are expected to answer. Each student should have his/her own paper. Instruct students to begin to locate and evaluate information in the appropriate resources. Notetaking will begin tomorrow. At the end of the class students should put all work in their individual folders.

DAY 3 - Notetaking

Overview: Review task, students work in groups taking notes while teachers facilitate.

Location: Media Center

Persons Accountable: LMG and classroom teacher

Materials Needed:
Preselected resources
Notetaking sheets (Appendix D)
Evaluation/tracking forms (Appendix E)

Unit Objectives:
Learning Objectives 1-6
Information Skills Objectives 2

Procedure:

1. Remind students to sit in assigned groups from yesterday. Review their task from yesterday. Students will work in their groups locating the information and taking notes on specified notetaking sheets. Either prepare the notetaking sheets (Appendix D) prior to class, or instruct students to prepare their own sheets by writing the two aspects of their topic on the top line of the divided form as follows:

Group One		
1st form:	Myth Information	Factual Information
2nd form:	Criteria for Making Sexual Decisions (only one side)	
Group Two		
1st form:	Internal Pressures	External Pressures
2nd form:	Decision-making process	Impulsive "feel-act" response
Group Three		
1st form:	Risk-taking behaviors	Advantages of self control
2nd form:	Possible consequences of sexual relations	Ways of expressing love other than sexual intercourse

2. Teachers/ LMG question and prompt as necessary. While students are working be sure to monitor with tracking sheets.
3. When notetaking is completed and all necessary information has been gathered collect papers for final grading.
4. End this class with a brief explanation that tomorrow they will be designing a way to present their information to the rest of the class.

Evaluation:
Use Evaluation/Tracking Sheet to evaluate notetaking.

DAY 4 - Planning Presentations

Overview: Students are given information on presentation formats. They finish taking notes if necessary and then work on presentations.

Location: Media Center

Persons Accountable: Classroom teacher/LMG

Materials Needed: Props as needed.

Unit Objectives :
Learning Objectives 1-6
Information Skills Objectives 1-3

Procedure:

1. Using the blackboard or a transparency to record suggestions, brainstorm with students different ways to present information (or provide them with a list such as the one in Figure 2). Explain to students that they should look at the suggestions and think about the information they need to present and decide as a group which format would be most appropriate.
2. Ask students to plan out their presentation dividing the work evenly among group members. If supplies other than what's available in the classroom are needed, a decision will have to be made on the feasibility of their idea. Students should aim for completing this by the end of class; however, some time will be allotted tomorrow for reviewing it.

Figure 2.

Suggestions for Presenting

Advertisement
    oral
    brochure
Audio-visual material
Bulletin Board
Cartoons
Charts
Collage
Commentary
Debate
Demonstration
Dialogue
Display
Drama
Game
Graph
Lecture
Letters
Newspaper

Panel Discussion
Poetry
Poster
Proverbs
Puppetry
Quotations
Radio Program
Reports
Role Playing
Round Table
Skit
TV Program
Editorial
Graffiti Board
Interview
Lesson
Music
News story

DAY 5 - Instructions and Details

Overview: Peer Evaluation forms are passed out and explained. Group Presentations Notes forms will be passed out and development of quiz questions is explained.

Location: Classroom

Persons Accountable: Classroom teacher

Materials Needed:
Peer Evaluation forms (Appendix F)
Group Presentation Notes forms (Appendix G)

Unit Objectives:
Learning Objectives 1-6
Information Skills Objective 3

Procedure:

1. Pass out Peer Evaluation forms and explain how they will be used, clarifying any concepts students do not understand.
2. Pass out Group Presentations Notes forms and explain how these should be used. Students need to take notes from which they can study for a final quiz. They also need to be able to create two quiz questions from these notes. They will be graded on their notetaking and quiz questions. When students are clear on each of these forms and how they will be used they can be added to their folders.
3. Have students use the rest of class to finalize and rehearse their presentations.

DAY 6 - Group Presentations

Overview: Groups will present. Listeners take notes and prepare quiz questions. Listeners do peer evaluations.

Location: Classroom

Persons Accountable: Classroom Teacher/LMG

Materials Needed:
Items already in folder

Unit Objectives:
Learning Objectives 1-6
Information Skills Objectives 2-3

Procedure:

1. Have students take out their Peer Evaluation forms and Group Presentation Notes forms. Ask if there are any final questions.
2. Group #1 presents their information. Groups #2 & #3 take notes. At end of presentation have students fill in their Peer Evaluation form. (Suggestion: group members evaluate themselves as well).
3. Group #2 presents. Groups 1 & 3 take notes. All complete peer evaluation.
4. Group #3 presents. Groups 1 & 2 take notes. All complete peer evaluation.
5. At end of presentations ask students to review their notes and write two quiz questions from each presentation.
6. Collect Peer Evaluation and Group Presentation Notes forms with quiz questions. Remind students that they will be quizzed tomorrow.

NOTE: Teachers needs to develop quiz based on students questions prior to next class.

Evaluation:
Use Evaluation/Tracking Sheet to evaluate notetaking from group presentations. Students evaluate each other on presentations.

DAY 7 - Quiz and Dear Gabby Posttest

Overview: Administer quiz and use Dear Gabby letter as posttest, Summarize differences in pretests and posttests.

Location: Classroom

Persons Accountable: Classroom teacher/LMG

Materials Needed:
Quiz (made up of student questions)
Dear Gabby letters (Appendix A and B)

Procedure:

1. Hand back note forms and allow students 10 - 15 minutes to study notes.
2. Administer quiz developed from the questions students have turned in.
3. After collecting quizzes, pass out "Dear Gabby" letter for students to respond to as a posttest. Remind students that this is a posttest and should be answered as thoroughly as possible.
4. Hand back the pretests and have students summarize the differences in the two responses on the back of the posttest. Collect both letters.

Evaluation:
Student content knowledge is evaluated by the quiz and the posttest.

DAY 8 - Unit Wrap-Up

Overview: Review quiz with students. Review and discuss Dear Gabby responses and differences in responses. Evaluate unit.

Location: Classroom

Persons Accountable: Classroom Teacher/LMG

Materials Needed: Graded quizzes, pretests and posttests
Unit Evaluation form (Appendix H)

Procedure:

1. Hand back the quizzes and go over them.
2. Hand back the pretests and posttests and discuss the differences in responses.
3. Pass out evaluation form for the entire unit. Allow students time to complete. These should be added to their folders. All papers should be returned to folders and folders collected.

RESOURCES

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

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————. Making Responsible Choices About Sex. Channing L. Bet Co., Inc., 1987.
————. The Science of Aids. N.H. Freeman and Company, 1989.

PERIODICALS

Articles from various periodicals including articles from:
SIRS, Sexuality
SIRS, Youth

PAMPHLETS

Aids Prevention Program for Youth. American Red Cross, 1987.
What Affects Teenagers' Attitudes Toward Sex? Opposing Viewpoints Pamphlets: Greenhaven Press, 1988.

UNIT CALENDAR

DAY 1	DAY 2	DAY 3	DAY 4
Classroom Classroom Teacher//LMG L.O. # 1-6 introduced I.O. # 1 key words • Introduction • Overview • Pretest • Brainstorm of issues	Classroom/Media Center Classroom Teacher//LMG L.O. # 1-6 I.O. # 2 (notetaking) • Review and description of task. • Instruction on notetaking. • Divide into 3 groups. • Presentation & discussion of questions developed from brainstorming. • Preview preselected materials. • Start group work.	Media Center Classroom Teacher//LMG L.O. # 1-6 I.O. # 2 • Review task. • Work in 3 groups to locate information and take notes. • Use notetaking sheets. • Facilitate locating and extracting.	Media Center Classroom Teacher//LMG L.O. # 1-6 I.O. # 1-3 • Finish notetaking. • Discuss presentation format ((handout). • Groups start to work on presentation. • Supply props and materials as needed.
DAY 5	**DAY 6**	**DAY 7**	**DAY 8**
Classroom Classroom Teacher L.O. # 1-6 I.O. # 3 • Continue to work in 3 groups on presentations. • Instructions on peer evaluation concept and use. • Instruct students on notetaking on presentations and development of 2 quiz ques tions based on information presented. (hand out peer evaluation sheets & listener note-taking forms).	Classroom Classroom Teacher//LMG L.O. # 1-6 I.O. # 2, 3 • Groups 1, 2, 3 present. • Listeners take notes, prepare questions, and do peer evaluation. • Collect notetaking sheets, questions, and evaluation.	Classroom Classroom Teacher//LMG • Administer quiz based on questions from students. • Use Dear Gabby letter as post test. • Return pretest letter and have students summarize differences in response.	Classroom Classroom Teacher//LMG • Review quiz. • Review Dear Gabby responses. • Class evaluation of unit.

DEAR GABBY - 1

Name: ______________________ Date: __________

Pretend that you are Dear Gabby. Respond to the letter using the bottom of the paper.

The Daily News

Family Section Saturday, August 8, 1992

Dear Gabby.

Dear Gabby,

I've been dating this really wonderful guy. We have become very close. We can discuss anything and have a good relationship. He would like to have sex and although I would also, I'm not quite sure that I want to go ahead with this. We "make out" a lot, but having intercourse is different. He is a very special person and I love him.

My friends tell me that makes it all right to have intercourse with him. Is it all right for two young people who feel they are in love to have intercourse? Please tell me.

Confused,

____

Dear Confused,

DEAR GABBY - 2

Name: ____________________ Date: __________

Pretend that you are Dear Gabby. Respond to the letter using the bottom of the paper.

The Daily News

Family Section Saturday, August 8, 1992

Dear Gabby.

Dear Gabby,

I'm in love with a wonderful girl. We have a very close relationship. We make out a lot and I'm ready to take our relationship further and have sexual intercourse. The problem is my girl friend thinks its O.K. to make out, but she isn't sure that it's O.K. to have sex. I really care for her and I feel that this is an important part of our relationship. Please tell me what to do.

Ready for more,

____

Dear Ready for More,

RESEARCH QUESTIONS

GROUP ONE

1. "It could never happen to me.." and other myths. Make a list of false beliefs (myths) people hold related to sexual behavior. How do these beliefs affect their decision whether to have sex or not? What are the actual facts behind these misconceptions?

2. Considering the information above, make a list of factors to be used in making responsible decisions regarding sexual intercourse.

GROUP TWO

1. Students experience many pressures to have sexual intercourse. Make a list of those pressures that are exerted on them from without, such as from a partner or the influence of the media. Make a second list of those pressures which come from within, such as physical urges and wanting to feel loved.

2. List the differences between decisions based on feelings or impulses and those based on thinking and information gathering. Present a couple of decision making models.

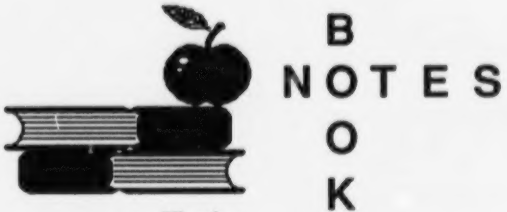
GROUP THREE

1. Describe a variety of risk-taking behaviors related to sexual intercourse and compare them with the advantages of self-control.

2. Describe the possible negative consequences of a sexual relationship and list ways of expressing, love other than sexual intercourse.

BOOK NOTES

Directions: Write your topics on the top line. Take notes in your own words. List resource appropriately.



Name:
Date:
Group #:

	Topic:	Topic:
Source:		
Source:		
Source:		

EVALUATION/TRACKING SHEET

Directions: Evaluate students for each activity using the criteria listed below.

EVALUATION

STUDENT NAME	A: Notetaking/ extracting info.	B: Notetaking as listener & formulation of questions.	C: Presentation	Comments

EVALUATION CRITERIA

Activity A:	3= Correct format (key words) Shows comprehension Has 3 sources 2= Has key words, but unable to express in own words 1= Needs help with both
Activity B:	3= Notes in keyword format Questions relevant to presentation and L.O. 2= Notes, but unable to formulate questions 1= Needs help with both
Activity C:	3= Participated Used creative format Answered questions 2= Group functioned, but individual did not participate 1= Participated, used creative format, but did not answer question

Presenter's name: ____________________

Group number: ________

PEER EVALUATION

Evaluate each individual in the group presentation. Fill in the presenter's name and group number in the upper left hand corner.

	VERY GOOD 3	SATISFACTORY 2	POOR 1
1. Clear answer to question			
2. Poised presentation			
3. Interesting			
4. Use of audio visuals			
5. Handled questions from the class well			

GROUP PRESENTATION NOTES

Name: ______________________

Date: ___________

Use the space below to take notes on group presentation.

Group #__

Group #__

Write two questions from each presentation to be used on the class quiz of this unit.

Group #__

Question 1.

Question 2.

Group #__

Question 1.

Question 2.

UNIT EVALUATION

Please complete the following phrases. Say as much or as little as you like. Your thoughts and ideas are important to us in planning the next unit. Thank you.

I think that this resource-based unit was.....

because....

The resources that I used in this unit were.....

The teachers were.....

The information that I learned was....

I give this unit a _____ rating!.

1 (poor)	2	3	5	6	7	8	9	10 (great)

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NEW HAMPSHIRE
HIV/AIDS
RESOURCE-BASED LEARNING CURRICULUM PROJECT

UNIT H-4

Disease Transmission, AIDS, and You

❧

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Barbara Hirai, *Biology Teacher*
Carol Sheldon, *Nurse Educator*
Hanover High School
Hanover, NH

New Hampshire Educational Media Association
New Hampshire Department of Education
1992

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All units for the New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project were written to support HIV/AIDS Student Outcomes published on pages 47-57 of the ***New Hampshire HIV/AIDS Education Curriculum Guide***, located in the New Hampshire Educators' HIV/AIDS Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy, New Hampshire Department of Education, 1990. The content and language of each unit has been approved by a state review committee for the grade levels indicated by the student outcomes. At the local level it is recommended that school districts follow established policy and procedures for using materials about HIV/AIDS.

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For More Information:
More information about the resource-based learning process can be found in the Introduction to Resource-Based Learning section which accompanies this unit. Any specific questions regarding this unit should be made directly to the authors.

Notice:
This was completed in late 1991. Given the changing nature of the HIV/AIDS epidemic it is imperative that content and information resources be updated each time the unit is implemented. The resources listed in the bibliography are those that were used by the school at the time of writing. Each school should use those resources which are available and current.

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Disease Transmission, AIDS, and You

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GRADE: Biology course - mostly 10th graders

TIME: Six class periods, sixty minutes each

OVERVIEW:
Part of an ongoing biology course, this unit focuses on ways in which decisions about behavior effect the transmission of HIV/AIDS. Through activities which include brainstorming, webbing, library research, and group presentations students become actively involved and take responsiblity for their own learning.

STUDENT BACKGROUND: Students should know the following:
Content Knowledge:
1. How the immune system functions
2. Different disease causing agents (viruses, retroviruses, etc.)
3. Modes of disease transmission
4. HIV-AIDS epidemiology

Information Skills:
1. Brainstorming
2. Locating information sources
3. Developing a focus question.
4. Evaluating information
5. Choosing relevant information
6. Organizing and recording information
7. Analyzing information
8. Creating a product
9. Presenting findings

UNIT GOAL:
The students will know how HIV/AIDS is transmitted, and will demonstrate ways in which their decisions about behavior may or may not lead to HIV/AIDS infection. (*New Hampshire HIV/AIDS Education Curriculum Guide*, Grades 9-12, Student Outcomes 5, 6)

UNIT CONCEPT OBJECTIVES:
Students will:
1. Understand ways in which HIV/AIDS is and isn't transmitted (Grades 9-12, Outcome 5, Indicator 4)
2. Distinguish between high and low risk behaviors that can result in transmission of HIV/AIDS (Grades 9-12, Outcome 6, Indicator 2)

3. Understand how decisions about behaviors increase or decrease the risk of infection (Grades 9-12, Outcome 6, Indicator 3)
4. Develop decision making responses via role playing, skits, etc. (Grades 9-12, Outcome 6, Indicator 4)

EVALUATION OBJECTIVES:

Students will:

1. List three ways in which HIV/AIDS is transmitted and five ways in which it is not.
2. Given a list of behaviors, sort the behaviors into two categories, high and low risk.
3. Choose one decision that teenagers can make about their own behavior and explain how that decision will **decrease** their risk of infection.
4. Choose one decision about behavior common among teenagers and explain how that decision **increases** the risk of infection.
5. Present decision making responses via role playing, skits, etc.

INFORMATION SKILLS OBJECTIVES: (R = Reinforced)

Students will:

1. Use brainstorming techniques to identify key words related to behaviors. (R)
2. Check the resource for currency. (R)
3. Develop a focus question. (R)
4. Use notetaking to extract information from various sources. (R)
5. Analyze information gathered from various sources in order to reach conclusions. (R)
6. Create oral and/or visual presentations of their findings.
7. Listen to and respond to the presenters.

EVALUATION OBJECTIVES:

Students will:

1. Contribute one key word.
2. List three sources and their copyright dates.
3. Develop a focus question.
4. Write ten note cards of information from the three sources.
5. From the individual students' note cards, the focus group will select and record the information needed for their presentation.
6. Present findings to the other focus groups using oral and/or visual presentation methods.
7. Write down one relevant question and conclusion for each presentation.

UNIT EVALUATION:

The students are evaluated daily through the CHECKPOINT system. Before they can continue working it is necessary to be checked by the teacher or the LMG whenever the word CHECKPOINT appears in the unit plan. These checkpoints are tied to the evaluations for the Information Skills Objectives and for appropriate group behavior. Students progress is tracked on the Student CHECKPOINT Tracking Sheet (See Appendix D) by the LMG and the teacher. The following point value system is used.

EVALUATION:

Individual:	
Key word	1 point
Behavior web	4 points
Sources/Copyright	15 points
Note cards	10 points
Appropriate behavior	
Participation in group activities	5 points
Listening skills	10 points
Questions and conclusions (based on presentations)	10 points
Group:	
Focus Group focus question	5 points
Three major points recorded	10 points
Presentation	
Focus question clearly presented	10 points
Three major points clearly presented	10 points
Originality	10 points
Unit Test	25 points
TOTAL	**125 points**

DAY 1 - Unit Introduction, Brainstorming, Webbing

Time Period: 60 minutes

Location: Classroom

Persons Accountable: LMG, Teacher

Unit Concept Objectives:
Students will:
1. Understand ways in which HIV/AIDS is and isn't transmitted
2. Distinguish between high and low risk behaviors that can result in transmission of HIV/AIDS.

Information Skills Objectives:
Students will:
1. Use brainstorming techniques to identify key words related to behaviors.

Forms Needed:
Unit Calendar
Outline of unit which includes learning activities (Appendix A)
Evaluation Points (Appendix B)
Behavior Web (Appendix C)
Student CHECKPOINT Tracking Form (Appendix D)

Procedure:
1. In the classroom, the teacher introduces the unit by distributing and discussing a unit calendar and outline that explains the purpose, the learning activities and the method of evaluation.
2. The teacher guides brainstorming of behaviors that heighten or lower the risk of HIV/AIDS transmission and writes behaviors suggested by students on the board, newsprint, or overhead transparencies.

CHECKPOINT: Each student contributes one key word (behavior).

3. Each student looks at list of behaviors to be sure that all are included and that the basic meanings are clear (key words).
4. Each student groups similar behaviors using a behavior web work sheet.

CHECKPOINT: Behavior web completed.

5. Students share their individual behavior webs and the class reaches consensus on four to five behavior categories.
6. Depending on class size, students count off into focus groups of three to five to take responsibility for one or more specific behavior categories.

(No assignment on DAY 1)

DAY 2 - Focus Questions, Resource Selection, Notetaking

Time Period: 60 minutes

Location: Library Media Center

Persons Accountable: LMG, Teacher

Unit Concept Objectives:

Students will:

1. Understand ways in which HIV/AIDS is and isn't transmitted.
2. Distinguish between high and low risk behaviors that can result in transmission of HIV/AIDS.

Information Skills Objectives:

Students will:

2. Check the resource for currency.
3. Develop a focus question.
4. Use notetaking to extract information from various sources.

Forms Needed:

Notetaking form or note cards (Appendix E)
Focus question form (Appendix F)
Bibliography (List of preselected resources available)
Student CHECKPOINT Tracking Form (Appendix D)

Procedure:

1. The LMG leads students in brainstorming possible sources of information and lists student suggestions on an overhead transparency or on newsprint. The LMG then hands out and explains a bibliography of available sources.
2. Teacher and LMG hand out and explain notetaking form.
3. Each focus group develops focus question (Teacher and LMG assist where needed).

CHECKPOINT: Appropriate focus questions developed.

4. Students identify appropriate print, non-print and community resources for their specific focus question.

CHECKPOINT: Each student lists three appropriate sources and their copyright dates.

5. Students begin notetaking.

ASSIGNMENT: Continue notetaking

DAY 3 - Refine Research Findings

Time Period: 60 minutes

Location: Library Media Center

Persons Accountable: LMG, Teacher

Unit Objectives:

Students will:

2. Distinguish between high and low risk behaviors that can result in transmission of HIV/AIDS.
3. Understand how decisions about behaviors increase or decrease the risk of infection.
4. Develop decision making responses via role playing, skits, etc.

Information Skills Objectives:

Students will:

5. Analyze information gathered from various sources in order to reach conclusions. (R)

Forms Needed:

Same as Day 2

Procedure:

CHECKPOINT: Individual students have ten completed note cards.

1. With assistance of teacher and LMG, students meet in focus groups to evaluate information collected for accuracy and completeness.
2. Each focus group records three major points, supported by their notes, which answer their focus question.

CHECKPOINT: Three major points recorded.

3. Students and teacher and/or LMG determine if further information is required.
4. If necessary, students choose and record additional information.

ASSIGNMENT: Students gather additional information if needed.

DAY 4 - Presentation Planning

Time Period: 60 minutes

Location: Classroom

Persons Accountable: Teacher

Unit Objectives:

Students will:

3. Understand how decisions about behaviors increase or decrease the risk of infection.
4. Develop decision making responses via role playing, skits, etc.

Information Skills Objectives:

Students will:

6. Create oral and/or visual presentations of their findings.

Forms Needed:

Presentation Form (Appendix G)
Student CHECKPOINT Tracking Form (Appendix D)

Procedure:

1. Students meet in focus groups in classroom to complete focus question form.

CHECKPOINT: Focus question form complete.

2. Focus groups decide what methods they will use for their presentation.

CHECKPOINT: Approve presentation method.

3. Focus groups use presentation form to work on presentations.

ASSIGNMENT: Work on presentations.

DAY 5 - Group Presentations

Time Period: 60 minutes

Location: Classroom

Persons Accountable: Teacher, LMG

Unit Objectives:
Students will:
4. Develop decision making responses via role playing, skits, etc.

Information Skills Objectives:
Students will:
6. Create oral and/or visual presentations of their findings.
7. Listen to and respond to the presenters

Forms Needed:
Student CHECKPOINT Tracking Form (Appendix D)

Procedure:
1. Focus groups present their findings to the class and respond to questions from the class.
2. Students write down one question and one conclusion for each presentation.

CHECKPOINT: Presentation

CHECKPOINT: Questions and conclusions recorded

DAY 6 - Unit Test

Time Period: 60 minutes

Location: Classroom

Persons Accountable: Classroom Teacher

Unit Objectives: All

Forms Needed:
Unit test (Appendix H)

Procedure:
Students take test.

BIBLIOGRAPHY

The following bibliography represents the resources we used in our school at the time of writing. Use the most current materials you can locate.

Print and Non-print Resources:

AIDS. The Information Plus Series On Current Topics. Wylie, TX: Information Plus, 1990.
AIDS Prevention Guide. America Responds To AIDS Pamphlet Series. Atlanta: Centers For Disease Control, [n.d.].
Health: AIDS. [Videodisc]. Understanding Ourselves Series. New York: ABC News Interactive, 1990.
Jacobs, George and Joseph Kerrins. The AIDS File. Woods Hole, MA: Cromlech Books, 1987.
Madaras, Lynda. Lynda Madaras Talks To Teens About AIDS. New York: Newmarket Press, 1988.
Nourse, Alan E. AIDS. Rev. ed. New York: Franklin Watts, 1989.
Nourse, Alan E. Teen Guide To Safe Sex. New York: Franklin Watts, 1988.
(Reader's Guide and the school's pamphlet file will also be used.)

Community Resources:

A.C.O.R.N. (AIDS Community Resource Network) 1(603) 448-4400
New Hampshire AIDS Hotline: 1(800) 752-AIDS
Vermont C.A.R.E.S. (Committee For AIDS Resources, Education and Services) 1(802) 863-2437

HIV/AIDS UNIT CALENDAR

DAY 1

1. Unit intro
2. Brainstorm behaviors that heighten or lower the risk of HIV/AIDS transmission.
3. Write behaviors on the board.

CHECKPOINT: Each student contributes one key word.

4. Each student looks at list of behaviors to be sure that all are included and that the basic meanings are clear (key words).
5. Each student groups similar behaviors using a behavior web worksheet.

CHECKPOINT: Behavior web completed.

6. Students count off into focus groups of three to five to take responsibility for one or more specific behavior categories.

ASSIGNMENT: None

DAY 2

1. **Meet in the Media Center.** Sources introduced.
2. Notetaking form explained.
3. Each focus group develops focus question.

CHECKPOINT: Appropriate focus questions developed.

4. Students choose sources.

CHECKPOINT: Three appropriate sources with copyright dates.

5. Students begin notetaking.

ASSIGNMENT: Continue notetaking.

DAY 3

CHECKPOINT: Individual students have ten completed note cards.

1. Meet in focus groups to evaluate information collected for accuracy and completeness.
2. Each focus group records three major points, supported by their notes, which answer their focus question.

CHECKPOINT: Three major points recorded.

3. Students and teacher and/or media generalist determine if further information is required.
4. If necessary, students choose and record additional information.

ASSIGNMENT: Gather additional information if needed.

DAY 4

1. Meet in focus groups in classroom to complete focus question form.

CHECKPOINT: Focus question form complete.

2. Focus groups decide what methods they will use for their presentation.

CHECKPOINT: Get approval for presentation method.

3. Focus groups use presentation form to work on presentations.

ASSIGNMENT: Work on presentation

DAY 5

1. Focus groups present findings to the class and respond to questions from the class.
2. Students write down one question and one conclusion for each presentation.

CHECKPOINT: Presentation/Questions and conclusions recorded

DAY 6

Unit test

UNIT OUTLINE
Disease Transmission, AIDS and You

Description of Unit: This unit will focus on ways in which decisions about behavior effect the transmission of HIV/AIDS.

UNIT GOAL: You will know how HIV/AIDS is transmitted, and will demonstrate ways in which decisions about behavior may or may not lead to HIV/AIDS infection.

UNIT CONCEPT OBJECTIVES: You will:
1. Understand ways in which HIV/AIDS is and isn't transmitted.
2. Distinguish between high and low risk behaviors that can result in transmission of HIV/AIDS.
3. Understand how decisions about behaviors increase or decrease the risk of infection.
4. Develop decision making responses via role playing, skits, etc.

EVALUATION: You will:
1. List three ways in which HIV/AIDS is transmitted and five ways in which it is not.
2. Given a list of behaviors, sort the behaviors into two categories, high and low risk.
3. Choose one decision that teenagers can make about their own behavior and explain how that decision will **decrease** their risk of infection.
4. Choose one decision about behavior common among teenagers and explain how that decision **increases** the risk of infection.
5. Present decision making responses via role playing, skits, etc.

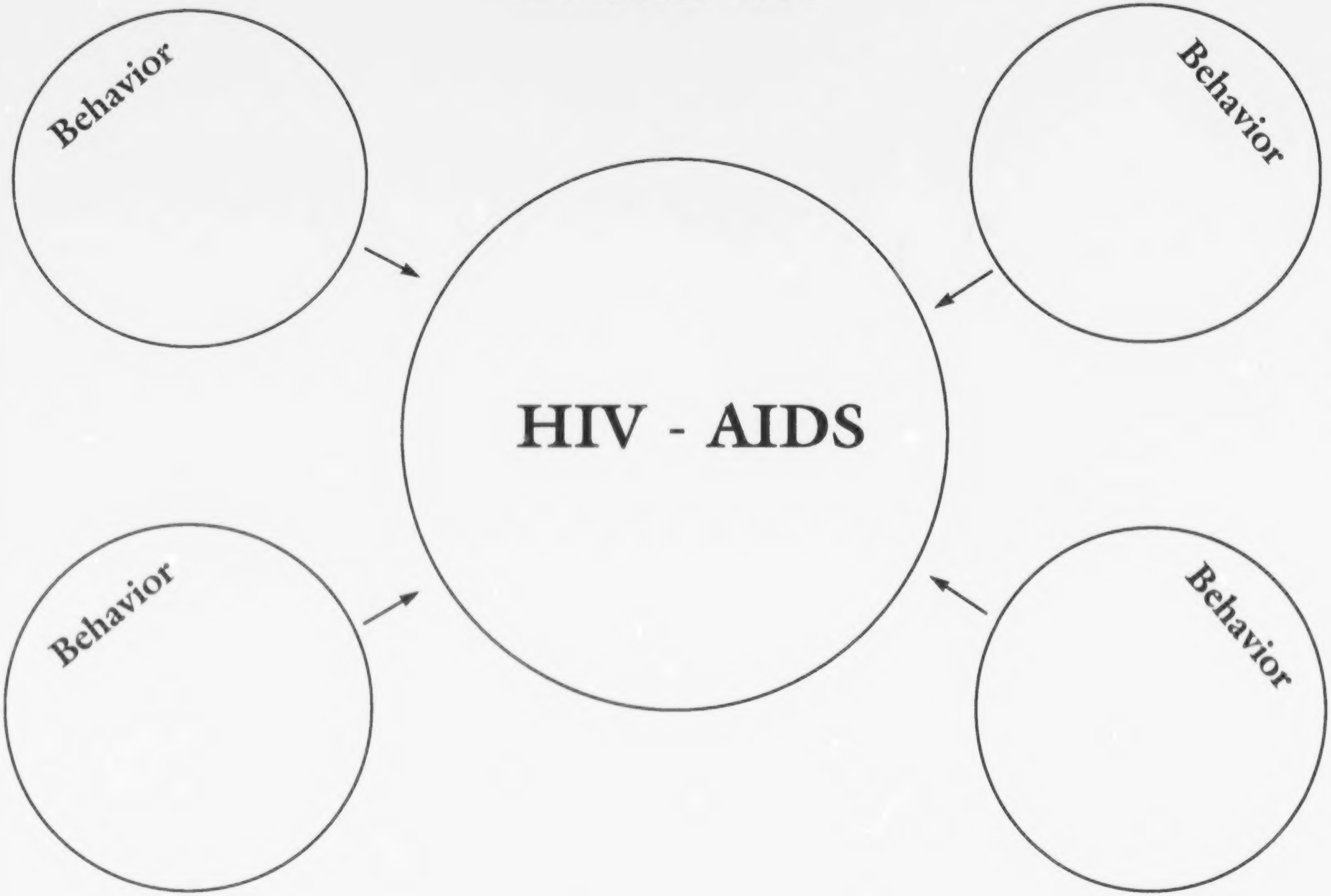
INFORMATION SKILLS OBJECTIVES: You will:
1. Use brainstorming techniques to identify key words related to behaviors.
2. Check the resources for currency.
3. Develop a focus question.
4. Use notetaking to extract information from various sources.
5. Analyze information gathered from various sources in order to reach conclusions.
6. Create oral and/or visual presentations of your findings.
7. Listen to and respond to the presenters.

EVALUATION: You will:
1. Contribute one key word.
2. List three sources and their copyright dates.
3. Develop a focus question.
4. Write ten note cards of information from the three sources.
5. From the individual students' note cards, your focus group will select and record the information needed for your presentation.
6. Present findings to the other focus groups using oral and/or visual presentation methods.
7. Write down one relevant question and conclusion for each presentation.

EVALUATION POINTS

Individual:	Key word	1 point
	Behavior web	4 points
	Sources/Copyright	15 points
	Note cards	10 points
	Appropriate behavior	
	Participation in group activities	10 points
	Listening skills	5 points
	Questions and conclusions	10 points
Group:	Focus Group focus question	5 points
	Three major points recorded	10 points
	Presentation	
	Focus question clearly presented	10 points
	Three major points clearly presented	10 points
	Originality	10 points
Unit Test		25 points
	TOTAL	**125 points**

Behavior Web



Student CHECKPOINT Tracking Form

	INTRO		**RESEARCH**				**PRESENTATION**			**BEHAVIOR**		
	Key word	Web	Source	Note	Focus ?	Major Pts.	Focus ?	Major pts.	Original	Participation	Listening	? & Conclusion
NAMES	1 pt.	4 pts.	15 pts.	10 pts.	5 pts.	10 pts.	10 pts.	10 pts.	10 pts.	10 pts.	5 pts.	10 pts.

NOTE CARD

SOURCE CITATION:

Page #:

NOTE CARD

SOURCE CITATION:

Page #:

NOTE CARD

SOURCE CITATION:

Page #:

(students may use standard 3"X 5" cards if they prefer as long as they include required information)

FOCUS QUESTION

Your focus question should:

1. Ask a **question** about **behaviors** and how behaviors **increase or decrease the risk of HIV infection.**
2. Be **broad enough** to allow you to make **three major points** about **behaviors and the transmission of HIV-AIDS.**

GROUP #_____. Our focus question is:

Our three major points are:

1.

2.

3.

PRESENTATION FORM

GROUP # ____________

Focus Question: ____

____

____

Three major Points:

1. ____

____

____

2. ____

____

____

3. ____

____

____

Method of Presentation (Skit, role play, panel discussion, debate, your idea):

____

____

Presentation Outline (briefly describe your presentation, including, for example, which member of the group will play which role or provide what information and what props and/or visuals you will use. Be sure to state clearly what each member of the group is responsible for contributing to the presentation.

____

____

____

____

____

____

____

Name: ______________________

UNIT TEST

1. List three ways in which HIV/AIDS is transmitted: (5 pts.)

2. List five ways in which HIV/AIDS is **not** transmitted: (5 pts.)

3. Using the following list, place an "H" next to the high risk behaviors and an "L" next to the low risk behaviors: (5 pts.)

   ___ monogamy
   ___ sharing a toothbrush
   ___ using public toilets
   ___ intercourse using a condom
   ___ intercourse while taking birth control pills
   ___ abstinence
   ___ becoming intoxicated
   ___ intercourse with multiple partners
   ___ oral sex

4. Choose one decision that teenagers can make about their own behavior and explain how that decision will **decrease** the risk of infection: (5 pts.)

5. Choose one behavior common among teenagers and explain how that behavior **increases** the risk of infection: (5 pts.)

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